DOCUMENT RESUME

ED 417 557 EC 306 304

AUTHOR	Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
TITLE	Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1997: Personnel Preparation.
INSTITUTION	ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
ISBN	ISBN-0-86586-315-6
PUB DATE	1998-00-00
NOTE	409p.; For earlier edition, see ED 404 807; for all five volumes of the directory, see EC 306 303-307.
CONTRACT	RR93002005
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Dr., Reston, VA 20191-1589; toll-free telephone: 888-232-7733; World Wide Web: http://www.cec.sped.org (Stock No. R5268, $6 plus postage and handling).
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Ancillary School Services; *Disabilities; Educational Innovation; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Inservice Teacher Education; Knowledge Base for Teaching; Professional Development; Program Descriptions; Research and Development; Special Education; *Special Education Teachers; *Staff Development; State Programs; Teacher Education; Theory Practice Relationship
IDENTIFIERS	*Office of Special Education Programs

ABSTRACT

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the second of the directory, describes projects concerning personnel preparation. These projects are designed to help address state-identified needs for qualified personnel to work with children with disabilities in special and regular education, related services, and early intervention. Emphasis is on training in practices that have been determined through research and experience to be successful. The approximately 600 projects are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

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ED 417 557

Discretionary Projects Supported by the Office of Special Education Programs

Under the Individuals with Disabilities Education Act

Fiscal Year 1997

PERSONNEL PREPARATION

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

EC 306 304

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Office of Special Education Programs
Under the Individuals with Disabilities Education Act

Fiscal Year 1997

PERSONNEL PREPARATION

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

OSEP Discretionary Projects: Personnel Preparation
ISBN 0-86586-315-6

Published in 1998 by
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589
Stock No. R5268

This publication was developed by the ERIC/OSEP Special Project, which is operated by the ERIC Clearinghouse on Disabilities and Gifted Education, under Contract RR93002005 between The Council for Exceptional Children and the Office of Special Education Programs, U.S. Department of Education. The ERIC Clearinghouse on Disabilities and Gifted Education is operated under a contract with the Office of Educational Research and Improvement, U.S. Department of Education. The contents of this publication do not necessarily reflect the views of OSEP, OERI, or any other agency of the U.S. government.

Personnel Preparation

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INTRODUCTION

This directory, which is presented in five separately published sections, describes more than 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The projects were funded under the provisions of the original IDEA but for the purposes of this directory are grouped into five separate sections representing the seven program areas of the newly authorized IDEA Part D:

1: **Research, Innovation and Evaluations** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information)*

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Personnel Preparation," presents projects designed to help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

Within this section of the directory, the projects are grouped by the competitions under which they were originally funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is **http://www.cec.sped.org/osep/search.htm**

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (chriss@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

Competition 84.029A: Preparation to Serve Infants, Toddlers, Children, and Youth with Low-Incidence Disabilities

Grant Number: H029A30005

Visually Impaired Personnel Preparation (VIPP)

Project Director: ERIN, JANE

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

UNIVERSITY OF ARIZONA
COLLEGE EDUCATION, RM 405
TUCSON, AZ 85721
(520)621-0945

Purpose: The Visually Impaired Personnel Preparation (VIPP) program in the University of Arizona's Department of Special Education and Rehabilitation has been in existence for 25 years and has been a two-year graduate level program since 1979. The new DPP project will be used to: * Increase the number of professionals to work with children and youth who have visual impairments, through statewide and regional recruitment efforts; * Provide high-quality trainees who will be teachers of infants, toddlers, children, and youth in a variety of settings; * Broaden the appeal of the existing personnel preparation program by making it more responsive to state and regional needs and concerns through summer course offerings and financial support for participating students. To accomplish these objectives, the VIPP program will continue to offer a comprehensive sequence of courses in visual impairments leading to the M.A. degree and teacher certification in visual impairments, and will also require trainees to choose from two minor specialization "tracks" that are a direct reflection of documented needs: (a) teachers of children with both visual and severe multiple disabilities, and (b) teachers of infants and toddlers with visual impairments. Courses will be offered during the academic year as well as in summer sessions, allowing an increased number of part-time students to undertake the program. Academic coursework will be closely integrated with the intensive practicum experiences in a variety of mainstream and residential settings every semester, thereby ensuring that informational competencies are closely related to performance competencies. The project aims to certify or graduate 20 trainees with master's degrees by July 1997, with another 10 certification trainees continuing toward their master's degrees, for a total of 30 appropriately prepared and credentialed teachers. Emphasis will be given to recruiting trainees from rural areas and trainees of Hispanic and Native American origin through the development and distribution of brochures targeting these persons, as well as preferential consideration to qualified applicants in the award of stipends. Informational competencies will be evaluated by course tests and examinations given periodically throughout the semester. A master's comprehensive examination in the final semester assures that trainees have assimilated the synthesized course material. Performance competencies will be formally evaluated by the University supervisor and cooperating practicum personnel.

Grant Number: **H029A30008**

Louisiana Statewide Personnel Training Program: Severe/Profound Disabilities

Project Director: SHARPTON, WILLIAM

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF NEW ORLEANS
DEPT SPECIAL EDUCATION & REHABILITATION
NEW ORLEANS, LA 70148
(504)286-6609

Purpose: This project will provide certification training to approximately 48 practicing teachers of students with severe disabilities throughout Louisiana. The project features a unique training schedule designed to meet the needs of remote learners in multiple locations. The training program is designed in two-year cycles, each featuring two academic year programs offered on a monthly weekend basis, and two short-term summer institutes at the University of New Orleans. Collaboration will occur with a personnel training network coordinated by the Louisiana Department of Education. Members of this network will be trained to provide peer support to trainees engaged in field experiences in their own work settings. One benefit of the project will be the development of a long-distance learning model that can be expanded in Louisiana and disseminated to other states with similar training needs. Project staff will provide on-site instruction, as well as field experience supervision and support. Field experiences will be structured via modules which coordinate with monthly class content. Each module involves four weekly activities which result in products. All products will be organized into portfolios which are developed throughout the duration of the training program. Peer review of portfolio products is also a major component of the project.

Grant Number: **H029A30023**

Project Hear: Preparation of Teachers to Work with Elementary, Preschool, Multiple Handicapped, or Bilingual D/HH Children

Project Director: ANTIA, SHIRIN

Beginning Date: Aug 15, 1993
Ending Date: Aug 14, 1998

UNIVERSITY OF ARIZONA
COLLEGE EDUCATION
TUCSON, AZ 85721
(520)621-3214

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A30026

Smith College-Clark School for the Deaf Graduate Teacher Education Program

Project Director: MARVELLI, ALAN

Beginning Date: Aug 15, 1993
Ending Date: Jul 31, 1998

SMITH COLLEGE-CLARK SCHOOL FOR THE DEAF
MORGAN HALL, PROSPECT ST
NORTHAMPTON, MA 01063
(413)585-3050

Purpose: The Smith College-Clarke School for the Deaf Graduate Teacher Education Program, founded in 1889, is America s oldest preservice preparation program for teachers of the deaf. Its history is one of close cooperation between a liberal arts college and an oral school for the deaf. The Smith-Clarke program has prepared 1,200 teachers of the deaf from 48 states and 33 foreign countries. Each year, ten to twelve members of the Smith and Clarke faculties pool their expertise to offer a comprehensive, preservice master's degree program involving 38 to 42 semester hours of study and practicum which normally requires a summer session plus one academic year for completion. Ten to fifteen students are enrolled each year. Graduates earn the Master of the Deaf (M.E.D.) degree and are qualified to teach deaf children at levels ranging from preschool to junior high school in a wide variety of educational settings. They are entitled to certification from the Massachusetts Department of Education under the NASDTEC Interstate Certification Compact.

Grant Number: H029A30027

Teacher Preparation: Deafness

Project Director: FREEBURG, JOHN

Beginning Date: Sep 15, 1993
Ending Date: Sep 14, 1998

WESTERN OREGON STATE COLLEGE
MONMOUTH, OR 97361
(503)838-8444

Purpose: Over the past 32 years, the graduate level Teacher Preparation: Deafness (TPD) program at Western Oregon State College has offered the Oregon standard endorsement for teaching hearing impaired students. The 63-credit (72-75 for the master's degree) TPD program is certified by the Council on Education of the Deaf and is one of only two such programs serving the four-state Northwest region. It is the only program that prepares teachers of the deaf in the Oregon State System of Higher Education. Program evaluation data and advisory committee input have resulted in several curricular modifications which have been instituted in recent years. These include three newly designed courses: Legal Aspects in Special Education; Collaborative Consultation and Team Building; and Education and Habilitation of Individuals with Disabilities. Two additional program admission criteria have been implemented. The first requires TPD applicants to demonstrate sign language proficiency at the ASL IV level. The second requires all applicants to be licensed to teach in elementary or secondary grades or in speech pathology. Several curriculum revisions have also been made in response to Oregon s Educational Act for the 21st Century (HB 3565), and an aggressive recruitment strategy has been implemented to increase the number of qualified applicants from under-represented groups. One three-credit course on Vocational/Transition Programming for Students with Disabilities has been added to the program to strengthen the role of the teacher in the transition process for deaf youth. Federal funds will be used to carry out additional program modifications. One modification is the design of a two-week "September Experience" during which TPD graduate students will be assigned to a public school classroom for a period that begins one week prior to the start of campus classes. The project will also provide tuition support for 12 graduate students per year, who will enter the field of education of deaf and hard-of-hearing students upon completion of the TPD program.

Grant Number: H029A30041

Program to Prepare Orientation and Mobility Specialists for Rural Areas

Project Director: SOWELL, VIRGINIA

Beginning Date: Jun 15, 1993
Ending Date: Jun 14, 1998

TEXAS TECH UNIVERSITY
BOX 41071
LUBBOCK, TX 79409-1071
(806)742-2345

Purpose: Orientation and mobility specialists instruct individuals with visual impairments in the skills necessary to use the senses to process information to establish one s position and relationships in the environment and the ability to move safely, efficiently, and independently in the environment. This project will recruit and train educators as orientation and mobility specialists through study either on campus or in outreach classes located in rural areas. The objectives are to: * Recruit and provide coursework for six graduate level students on campus each year, and six outreach students every two years, from across the nation; * Provide interaction among professionals, parents, and community resources to meet the needs of children with visual/multiple disabilities; * Establish and upgrade practicum sites through recruitment and training of mentor instructors to supervise internship and practica of students; and * Disseminate the results of the program to the field of special education. Outreach recruitment and instruction in rural areas will result in specialists with the appropriate knowledge and skills who desire to remain in rural areas.

Grant Number: H029A30050

Personnel Preparation of Teachers of Students Who Are Visually Handicapped/Multiply Handicapped

Project Director: KOENIG, ALAN

Beginning Date: Jun 15, 1993
Ending Date: Jun 14, 1998

TEXAS TECH UNIVERSITY
203 HOLDEN HALL
LUBBOCK, TX 79409
(806)742-2345

Purpose: This five-year project will prepare teachers of students who are visually handicapped, including those with multiple disabilities. These personnel will provide educational services in rural and culturally diverse areas. Faculty members travel to Education Service Centers in rural areas to provide a series of classes which lead to the Texas endorsement in visual impairment. The program lasts approximately two years at each outreach site. Two full-time faculty members (supported by the grant) offer the courses in response to needs assessments by educational and social service personnel in the rural areas. Two other faculty members (not supported by the grant) teach related courses in orientation and mobility and dual sensory impairment. A summer program is also offered on campus for those who wish to accelerate their training and can get to Texas Tech for one or two summer sessions. A major activity of the federal project is to incorporate 40 hours of practicum in each of the visually handicapped specialty courses. This will allow practical application of knowledge and skills introduced in the coursework. Project participants are graduate students who want to become teachers of infants, children and youth who are visually or multiply disabled in their own rural areas. Expected outcomes include the training of approximately 100 teachers in outreach and 30 teachers on campus to help meet the needs of more than 4,500 visually handicapped children in the state and region.

Grant Number: H029A30055

Training Personnel to Serve Low Incidence Disabilities: Children and Youth with Dual Diagnoses

Project Director: ALTMAN, REUBEN

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

UNIVERSITY OF MISSOURI
310 JESSE HALL
COLUMBIA, MO 65211
(314)882-9640

Purpose: This project addresses the most substantial personnel shortage in Missouri. Existing data indicate that slightly less than half of all educators of individuals with severe disabilities in the state have appropriate certification, and that there is an abundance of unfilled positions in educational programs serving students with disabilities. This personnel shortage results, in part, from the limited access of preservice teacher trainees to college certification programs. The Department of Special Education at the University of Missouri-Columbia provides the only comprehensive certification program in the state concerning the education of individuals with severe disabilities. This project addresses this problem by extending certification opportunities to preservice special education students matriculating at regional universities in Missouri, as well as to full-time master's students on the University of Missouri campus. The priorities addressed by the project are: * EFFECTIVE RECRUITMENT AND RETENTION STRATEGIES. This project will annually support five full-time master's students on the University campus and five preservice teachers at regional facilities. Students will take coursework in severe disabilities taught by UMC faculty on their regional campuses during the summer preceding their senior year. They will spend the year following graduation on the University of Missouri-Columbia campus completing the master's degree in special education with certification in severe disabilities. Faculty at regional universities will assist with recruitment, advisement, and retention. * PROMOTING FULL QUALIFICATIONS FOR PERSONNEL SERVING CHILDREN WITH SEVERE DISABILITIES. Teachers currently working with students who have severe disabilities, but who are less than fully certified, will also be eligible for financial assistance that will enable them to participate in the program. * TRAINING PERSONNEL TO WORK IN RURAL AREAS. The participating colleges are located in rural regions of Missouri. Faculty representatives of these colleges will assist in identifying potential students and less than fully certified teachers from these rural areas who will be most likely to return to these areas to work. This effort will also be enhanced by our ability to broadcast coursework to rural regions via the university s fiber optics technology. The following project activities are intended to accomplish this goal: 1. Two universities located in diverse regions of Missouri and offering certification in high-incidence disability conditions are participating with this project: Southwest Missouri State University and Southeast Missouri State University. 2. Each participating university will identify one faculty representative. These individuals will be provided an honorarium for extra efforts incurred through this project. Faculty representatives will be responsible for identifying highly qualified juniors or rising seniors, recruiting prospective students, advising students in the selection of coursework, overseeing a two-semester-hour practicum in the education of students with severe disabilities, and attending periodic planning meetings. 3. The Missouri Department of Elementary and Secondary Education will designate a staff member to work cooperatively with project institutions. This individual will be responsible for identifying and accessing practicum assignments, recruiting student, and informally reviewing degree programs to ensure that certification standards in the education of students with severe disabilities are met. 4. Preservice students agreeing to participate in the program must take an adaptive physical education course and a practicum in the education of students with severe disabilities at their regional institution or in Columbia. In addition, participating students must agree to spend the summer before their senior year on their regional campus to begin certification coursework taught by UMC faculty, and to apply for the master's program. 5. Courses offered during the summer session include "Introduction To Education of Individuals with Severe Disabilities," "Curriculum for Students with Severe Disabilities," and/or "Assessment of Functional Skills." These courses will be staffed by the faculty of the University of Missouri-Columbia. 6. A $2,000 summer fellowship will be awarded to five preservice students who attend the summer institute and agree to apply to the master's program at the University of Missouri-Columbia after graduation from their regional university. An additional five students will receive master's assistantships each year for full time study on the University of Missouri campus. 7. Project staff will provide technical assistance, when appropriate, to encourage faculty at regional universities to develop certification coursework. Thirty students are expected to receive certification through this project. This includes five preservice and five full-time master's students each year throughout the funding cycle; 25 of these individuals are expected to have completed the master's degree in addition to certification in severe disabilities by the end of the funding cycle.

Grant Number: H029A30059

Recruit/Train/Support Teachers for Students with Severe Disabilities and Create Inclusion Specialization for Students with the Most Severe Disabilities

Project Director: ANDERSON, JACKIE

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
HAYWARD, CA 94542
(510)881-3332

Purpose: This five-year project will address the extreme shortage of credentialed teachers for low-incidence severe disabilities in the San Francisco Bay area and will also develop a specialization in inclusive education. Federal funds will be used to: * Recruit additional trainees, particularly those from under represented racial/ethnic backgrounds, for a total of at least 50 teachers and master's level leadership personnel in the program through financial support and innovative recruitment strategies; * Promote full qualifications of teachers who are working with students who have low-incidence disabilities but who have emergency credentials; * Support the retention of current teachers through such strategies as follow-along field-based supervision and technical assistance, annual growth plans, problem-solving seminars, and networking. * Develop student competencies and training content, materials, and activities to prepare teachers to serve as inclusive education specialists in programs serving students with low-incidence severe disabilities. The basis of the project is the university s current 59-unit program which results in a California Specialist Credential in severe disabilities. This field-based course of study includes two practica and student teaching in local model classrooms that follow an integrated community-intensive model. Training in inclusive education will cover content/competency areas that include: the individualized student planning team process, personal futures planning, general education/special education collaboration, and alternative instructional strategies (cooperative learning, thematic and activity-based instruction for general education classrooms, natural peer supports, curriculum adaptation strategies and processes, and positive behavior supports). The practicum base will be expanded to provide models of effective inclusive education services and restructure field work requirements to provide hands-on experiences with the range of inclusive education activities and participants and with students with the most severe low-incidence disabilities.

Grant Number: H029A30069

Preparation of Personnel to Serve in Low Incidence Disabilities

Project Director: HOFFMEISTER, ROBERT

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

BOSTON UNIVERSITY
881 COMMONWEALTH AVE
BOSTON, MA 02214
(617)353-3205

Purpose: Federal funds will be used to support the maintenance and improvement of a training program for teachers of the deaf over a five-year period. The program is one of only two such programs in the New England area and is unique in the perspective and scope of its philosophy. Employing several core faculty who are deaf, the program uses American Sign Language as the language of conversation and instruction. The focus of training is on improving communication skills and educational proficiency of deaf children. The Education of the Deaf program integrates both deaf and hearing faculty, the deaf community, consultants, and students in an effort to develop a positive functional approach to educating deaf children. This is accomplished by presenting information from a variety of perspectives on deaf culture: * Total communication; * Teaching English as a second language; * Linguistic approaches to the teaching of reading; * American Sign Language; * Linguistic approaches to the teaching of reading; and * Strategies for teaching math, science, and social studies to young deaf children. Unique to this program are courses available in Deaf History and Deaf Literature, taught by deaf historians and deaf poets and narrationists. The federal project will: * Provide financial assistance to students who are highly qualified but who lack the financial resources to support two years of full-time graduate work; * Recruit qualified deaf and other minority students to pursue their education as teachers of the deaf; * Support the improvement of instruction in the teaching of American Sign Language through the development of videotape instructional materials that will serve to enhance the receptive and expressive signing skills of the hearing students in the program; * Support faculty, staff, and students in their work to further improve the quality of the existing program to effectively meet the needs of deaf children and the schools/agencies that employ graduates.

Grant Number: H029A30071

Training Personnel to Serve Low Incidence Disabilities: Master's Level Training Program in Autism

Project Director: SIMPSON, RICHARD

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

UNIVERSITY OF KANSAS
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)588-5955

Purpose: This project will use resources of the University of Kansas and its Medical Center, including faculty from the Department of Special Education, to prepare teachers and other direct service professionals to educate children and youth with autism. A unique feature is the provision of opportunities for students to interact with an interdisciplinary team located at the University of Kansas Medical Center s Children s Rehabilitation Unit. As part of their graduate experiences, master's level students will participate as interdisciplinary team members under supervision of project staff. Graduate students will assist in the educational evaluation of students with autism, integrate educational findings with other team members, interpret assessment results to teachers and parents, and provide on-site assistance for implementation of interdisciplinary team recommendations. Federal funding will be used to support six full-time students seeking a graduate degree in autism each year. Through participation in this training, students will learn to implement state-of-the-art instructional, management, social, and technological techniques with students who have autism.

Grant Number: H029A30078

A Non-Traditional Training Program for Non-Traditional Students in Education and Orientation and Mobility for Children with Visual Handicaps

Project Director: Ferrell, Kay A

Beginning Date: Aug 16, 1993
Ending Date: Aug 15, 1998

University of Northern Colorado
Special Education
GREELEY, CO 80639
(303)351-1653

Purpose: The University of Colorado will use federal funds to expand its multiple competency program in education and orientation and mobility of students with visual disabilities, by developing and implementing a special training sequence of summer and correspondence course work. This sequence will permit non-traditional students to pursue certification in visual handicaps (VH), orientation and mobility (O&M), or dual (VH/O&M), with minimal disruption to home and family life. By offering the entire curriculum in correspondence and summer course form, but with the same curriculum and credit hours offered to full-time students during the academic year, training will be accessible to a variety of personnel, including those who: * Have special education certification and seek VH certification; * Have VH certification and seek O&M certification; * Have special education certification and seek dual VH/O&M certification; or * Seek a master's degree in VH, O&M, or dual VH/O&M. The length of enrollment varies according to individual needs. Assuming no prior VH or O&M courses, the four types of programs can be completed in 2-1/2 years to 3-1/2 years. Students with previous course work can complete their programs in less time. Colorado Department of Education-approved options will also be available for VH practica. To implement this non-traditional training program, this project will: * Conduct on-campus courses in Severe Needs: Vision during the summer session; * Conduct four correspondence courses in the Severe Needs: Vision program during the academic year. Three of these courses will be offered initially through the Hadley School for the Blind, but monitored by the project coordinator, who will supervise the students assignments and hold a monthly conference call with trainees. A third course, Braille Codes and Formats, will be developed and monitored entirely by the project coordinator. Trainees will receive graduate credit for correspondence courses upon completion of assignments, a course project, and attendance at a one-week intensive workshop (15 hours) during the one-week university summer pre-session. * Catalog and maintain the Severe Needs: Vision Resource Library, so that a variety of instructional materials can be circulated to trainees to supplement their training with state-of-the-art curricula, adaptive equipment, and other materials while on campus during the summer session, and while at home during the correspondence courses. * Provide financial support to 10 trainees per year in Severe Needs: Vision over a five-year period. By the conclusion of the project, 50 trainees will be directly supported by this project.

Grant Number: H029A30079

Training Personnel for the Education of the Handicapped - Minority Special Education Internship Program

Project Director: CHAVEZ, JANICE

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

CALIFORNIA STATE UNIVERSITY
2771 E. SHAW AVENUE
FRESNO, CA 93726
(209)278-4608

Purpose: This project will respond to the need to train bilingual special education teachers to more effectively serve students with severe disabilities and their parents, and to respond to the shortage of special education teachers, particularly teachers from under-represented groups. Within a five-year period, the MSEI Project will train 45 Spanish-speaking special education teacher interns, whose successful completion will lead to their Severe Handicaps Teaching Credential and a master's degree in special education, with an emphasis in bilingual special education. The objectives addressed by the project are to: * Recruit Spanish-speaking interns; * Provide financial assistance for project interns; * Implement a Bilingual Special Education emphasis for personnel training; and * Disseminate information and research on the best educational practices for use with special education students from under-represented racial/ethnic groups. The university, the California Department of Education, and participating school districts will collaborate to select, hire, train, and supervise interns in classrooms for students with severe disabilities which have a majority of Hispanic students. A cohort of 15 interns will proceed every two years through this intensive, field based program that consists of special education coursework, bilingual special education coursework, and continuous field supervision leading to a credential and master's degree with the bilingual special education emphasis. All courses will emphasize the direct application of theory into practice by devoting a large portion of course time to regular and individual field supervision by course faculty, bilingual special education doctoral students, and school district supervisors. Four core courses (in foundations, assessment, curriculum, and parent involvement courses) will be designated as Bilingual Special Education emphasis courses and will be team-taught and team-supervised by a special education course faculty member and a Spanish-speaking bilingual special education certified doctoral student, to ensure the integration of bilingual special education competencies into the curriculum. Doctoral students and faculty members will act as mentors and advisors to project interns. Field components of all courses will include the application of best educational practices with bilingual children in special education and their families. With this focus, interns will have the opportunity to conduct action research under faculty supervision on issues related to best practices in bilingual special education. Their research outcomes will be disseminated and published.

Grant Number: H029A40002

Preparation of Rural Special Educators for Students with Severe, Multiple Disabilities

Project Director: ONDRUSKO, MONICA

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

SLIPPERY ROCK UNIVERSITY
DEPT SPECIAL ED
SLIPPERY ROCK, PA 16507
(412)738-2461

Purpose: This program will prepare special education teachers to work in rural areas with children and youth who have severe or multiple disabilities, including students aged 2 to 21 whose primary disability is moderate to severe mental retardation and who have related physical, neurological, emotional, health-related, and/or language disorders. Federal funding will support 12 undergraduate senior level trainees per year for a period of five years. Eleven of the recipients of traineeships will be recruited from districts in Pennsylvania and will be persons who intend to return to these districts as special education teachers. One other will be recruited from and returned to another state, with assistance from employers who have hired Slippery Rock graduates previously.. Both currently certified general education teachers and new high school graduates seeking certification as special educators will be eligible. High school guidance counselors and school administrators will assist in the selection of trainees by recommending those who have potential for and interest in the program. A consultant in rural special education will assist in the process of matching program graduates with Pennsylvania s employing districts. The program has existing agreements with the University s Office of Minority Student Affairs and with Cheney (Pennsylvania s historically Black university) to assure recruitment of students from under-represented racial/ethnic groups. The program will consist of a series of related courses, practica, and experiences designed to enable the graduate to work effectively with special education students in rural districts. This role will require: * Competence in general special education teaching; * Skill in the use of adaptive technology, including distance learning; * An appreciation for rural communities and for cultural diversity; * An understanding of the student s health-related, psychological and vocational needs; * Ability to collaborate as a member of a professional team; and * Ability to access related services for students and their families. Slippery Rock University will provide this program by building on its existing general education program, a variety of well established school partnerships, and strong campus programs in allied health, physical therapy, nursing, adaptive physical education, and the arts. The special education department has the capability of using interactive technology, including adaptive equipment and distance learning.

Grant Number: H029A40004

Improving Services for Rural Students Who Use Augmentative and Alternative Communication: A Masters Level Preservice Training Program for Speech Language Pathologists

Project Director: LIGHT, JANICE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

PENN STATE UNIVERSITY
DEPT COMMUNICATION DISORDERS
110 TECH CENTER BLDG
UNIVERSITY PARK, PA 16802
(814)863-2010

Purpose: There is a critical need to prepare master's level speech/language pathologists in the competencies requires to provide high quality services to infants, children, and youth with severe communication disabilities who are precluded from functional speech and require augmentative and alternative communication (AAC). To date, universities across Pennsylvania and across the United States have lagged behind in developing appropriate language pathologists. As a result, there is a lack of speech/language pathologists to provide services to this population, and services are typically provided by professionals with limited experience or skills in serving this population. These problems are particularly acute in rural areas. This project will support the development of a comprehensive preservice training program to prepare master's level speech/language pathologists in AAC, especially for students who reside in rural areas. This program will significantly extend Penn State s current master's program for speech and language pathologists to include a concentrated focus on serving infants, children, and youth who have severe communication disabilities and require AAC. The two-year program will blend academic learning of theory and current research in AAC with hands-on practicum experience to allow students the opportunity to translate theory into practice. Practicum experiences will include both in-house experiences and a 15-week externship at exemplary practicum sites identified across the state.

Grant Number: H029A40018

The Preparation of Personnel to Teach Individuals with Visual Impairment

Project Director: LEWIS, SANDRA

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1998

FLORIDA STATE UNIVERSITY
TALLAHASSEE, FL 32306
(904)644-4880

Purpose: This project will expand and improve the master's degree Program in Visual Impairment at Florida State University. The existing program will be modified to reflect the competencies required by teachers and orientation and mobility specialists to meet the needs of students with visual impairments of school age in Florida and the southeastern United States. Individuals trained in the program will be able to support visually impaired students as they develop the academic and life skills necessary to function as adults in today s society. Through the proposed project, the number and quality of personnel with more comprehensive qualifications will be increased, thereby improving the outcomes of students with visual impairments as they exit the school system. Students will have the option of focusing their studies on the education of visually impaired students with more specialized needs, including infants, toddlers, and youngsters in early childhood programs, students transitioning from school to work, and visually impaired youth with multiple disabilities, including severe and profound mental disabilities and deaf-blindness. For each year of the four-year project, the funds requested will support 10 full-time students working toward the master's degree in special education for persons with visual impairments and 15 summer students working toward the master's degree and/or to enhance their skills by adding coursework in specific, focused areas of study. In addition, the project will fill the need for practicing teachers of the visually impaired and other educational specialists (teachers certified in other areas and related services personnel) to update their knowledge and skills about the unique learning needs of pupils with visual impairments and explore newly developed techniques to meet those needs. By offering a summer institute, an intensive one-week course on a subject related to the education of students with visual impairments, individuals who cannot commit the time or resources to reside in Tallahassee for the eight-week summer session will be able to focus on a specific topic, develop new skills, and then immediately apply these new skills to improve their students outcomes.

Grant Number: H029A40021

Pre-Service Program for Educators of Students Who Are Deaf-Blind and Multiply Disabled (0-22)

Project Director: JACKSON, RICHARD

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

BOSTON COLLEGE
140 COMMONWEALTH AVE
CHESTNUT HILL, MA 02167
(617)552-8429

Purpose: This project will prepare 65 teachers of individuals with deaf-blindness and multiple disabilities over a five-year period. Content for this advanced graduate level program includes general education, builds on teacher preparation in severe/intensive disabilities which includes strategies for including learners with severe disabilities in general education settings, dovetails with vision studies, and offers coursework and closely supervised practica in deaf-blindness. Completion of the program leads to a master's degree in 37 credit hours. Graduates meet the standards of the Commonwealth of Massachusetts to be fully certified in Intensive/Severe Special Needs and have additional competencies to meet the unique needs of learners with deaf-blindness. As one of the few programs in the country with teacher preparation in deaf-blindness, the Educator of Students with Deaf-Blindness and Multiple Disabilities Program at Boston College has become well-established in terms of instructional and clinical needs of infants, toddlers, and children with deaf-blindness/multiple disabilities throughout the region and nation. The new program has evolved to prepare teachers with competency to increase the options for learners with deaf-blindness and multiple disabilities in regular schools and community-based settings. This project will provide valuable incentives to underqualified teachers and aspiring teachers to stay in and choose careers in the low-incidence disabilities of deaf-blindness and multiple disabilities. Graduates of the program are prepared to assume a diverse set of roles in order to function effectively in integrated school and community settings, in both rural and urban environments, and with mixed, minority, and multicultural influences. The project presents a sequenced program of study, coursework and practica, and links between course numbers and a nationally developed competency-based curriculum. New directions for the program include greater emphasis on integration and on managing transitional events.

Grant Number: H029A40023

Intermountain Hearing Impaired Partnership (I-HIP)

Project Director: LONGHURST, THOMAS

Beginning Date: Jun 15, 1994
Ending Date: Jun 14, 1999

IDAHO STATE UNIVERSITY
921 S 8TH AVE
POCATELLO, ID 83209
(208)236-2204

Purpose: The Intermountain Hearing Impaired Partnership is a five state regional training program based at the Education of the Hearing Impaired Graduate Program at Idaho State University. The participating states are: Idaho, Montana, Nevada, Wyoming, and Utah. Through this project, the partnership will produce 43 to 46 teachers with a master's degree in Deaf Education and who are certifiable as teachers of the hearing impaired in their home states in the course of five years. The training program is 14 months in length, with a two-year option in early childhood, preparing teachers of deaf and/or hard-of-hearing students for service in one of the five states participating in the partnership. A Summers-PLUS training option is provided which offers a master's level program in three successive summer terms with independent study and practica while the trainees are working during the school year. Staff of the program consist of two doctoral level professors, four part-time instructors, and related doctoral faculty in both audiology and speech-language pathology. The practicum phase of the program requires students to enroll in directed observation and communications practicum in the early terms of the program. Teaching internships occur in the latter portion of the program. Practicum opportunities are available in the five-state region through a partnership which offers a wide variety of training opportunities, including state special schools, regular schools with self-contained classes, integrated and regular classes. There are ASL, total communication, and oral instructional placement options in schools in the region. Trainees can train in both school-based and itinerant program services for hearing-impaired students. The program is balanced to meet the needs of both deaf and hard-of-hearing infants, toddlers, children and youth. The program is housed in Idaho State University s Speech and Hearing Center. This location allows advantageous use of faculty and staff in related fields of audiology and speech-language pathology, plus the use of labs and clinical classrooms. This cooperative approach in teacher training prompts team efforts incorporating skill/knowledge in amplification, hearing testing, speech development, and a multidisciplinary assessment approach in school programs. The program strives to be responsive to the needs within the five-state Intermountain Region through a 15-member Advisory Committee. This committee assists with the development of the program through reviewing competencies, coursework and practica, and advisement on program development. They share training and service delivery information. Committee members also facilitate trainee recruitment through information dissemination, referrals, and nominations. They also provide a network for employee recruitment and for methods of facilitating employee retention.

Grant Number: **H029A40024**

Personnel Preparation of Teachers of Students Who Are Deaf-Blind

Project Director: Davidson, Roseanna

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

TEXAS TECH UNIVERSITY
BOX 41071
LUBBOCK, TX 79409
(806)742-2345

Purpose: This five-year project will train personnel at the graduate level to work with students who have deaf-blindness. Personnel will be prepared to work in a variety of capacities, including direct services, consultation to parents and professionals, and coordination of services in rural areas of the Southwest. The overall goal is to meet the educational needs of infants, toddlers, children and youth with deaf-blindness within the most inclusive educational setting appropriate for each individual by having access to professionals in the field of deaf-blindness. The program will include two courses and two internships that are specific to teaching students with deaf-blindness. Other courses included in the training are selected from the training programs in vision, deaf education, and behavior management. Emphasis will be placed on developing recruitment strategies that meet rural and regional needs for personnel, and on identifying and recruiting teachers serving deaf-blind children without specialized training to meet the educational needs of these children. Among Texas regions, the greatest need for training is in rural areas that have large populations of students from historically under-represented groups. These include Educational Service Center Region XIX in El Paso and surrounding rural counties, and the northwest region of New Mexico which is service by a Bureau of Indian Affairs program. These and other locations have documented needs based on numbers of children with sensory deficits and have asked to have the specialized training accessible to the teachers who are currently serving these children. Practicum sites will be developed and supervised within the local settings to increase the learning opportunities of the adult students and to strengthen the program for children within the most inclusive setting appropriate for each child with deaf-blindness. Previous program evaluations have led to increased practicum experiences, and feedback from graduates and parents has led to incorporation of more formal needs assessment within the communities to be served. Modification of courses will continue to be implemented based on feedback from former students and an advisory committee. A specific goal is to establish a permanent personnel training program in this specialty area at Texas Tech University, which will serve as a model personnel preparation program in deaf-blindness.

Grant Number: **H029A40028**

Masters Training Program in Traumatic Brain Injury, A Comprehensive Neurodevelopmental Perspective

Project Director: KOCHHAR, CAROL

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

GEORGE WASHINGTON UNIVERSITY
2121 I ST, NW -6TH FL
WASHINGTON, DC 20052
(202)994-1536

Purpose: Traumatic brain injury is the leading killer and disabler of children and youth in the United States. In fact, when one considers the school-aged population of survivors, those survivors under age 21 outnumber all other ages combined. When the brain is injured, the student's cerebral maturation and growth are interrupted, resulting in serious neurological sequelae (e.g., cognitive, physical, sensory, emotional, and behavioral impairments resulting from the injury) at various stages of human development. Traumatic brain injury has long term impacts which can impede the student's present and future academic and vocational potential. Each student's injury is complex and diverse in terms of factors such as severity, course of recovery, age-related onset, and pre-injury academic functioning. Therefore, the need for trained early childhood, intermediate and secondary professionals to meet these challenges has become paramount. This project responds to new provisions of the Individuals with Disabilities Education Act to ensure appropriate educational, related, and transition services to students with TBI across all age groups. The purpose of the project is to prepare special educators and related services personnel to address the multifaceted needs of students with TBI across a developmental continuum, from birth through age 21. This project builds upon the experiences of the previous two years and redesigns the curriculum. The design and content of training demonstrate a new model for preparing professionals from many disciplines to address the complex needs of any individual with an acquired neurological disability. This project is the result of interdisciplinary and interdepartmental collaboration among the early childhood and secondary/transition special education programs. It will prepare educators and related services personnel for teacher certification and training across three components of the educational/developmental continuum: early childhood, elementary and middle, secondary and transition. The curriculum will integrate content across three phases of neurodevelopment: birth to 5, ages 6 to 13, and ages 14 to 21. The content will be interdisciplinary in focus and will include coursework from other University departments, such as Psychology, Neurology, Speech/Language Pathology, and Rehabilitation. Core content includes normal neurodevelopmental processes, the impact of injuries across each developmental stage, developmental assessment, neurologic sequelae and impact on educational performance, curriculum/educational program design and adaptation, rehabilitation process, interdisciplinary and interagency coordination, and career and transition programming. Students will participate in an intensive field component for professional practice in direct services to students with TBI. The project will prepare 36 professionals (three student cohorts of 12) over a five-year period and is committed to recruiting students from traditionally under-represented groups. It will also result in the following: * Educator's guide and resource handbook for professionals and parents; * Curriculum/replication manual for national dissemination; * TBI regional and national conferences; * Inservice training to area school systems and nationally through downlink sites. It is hoped that the combined interdisciplinary and neurodevelopmental structure of the training will help to advance practices in integrating services across the developmental continuum for students with traumatic brain injury.

Grant Number: H029A40029

Secondary Transition Personnel Supporting Students with Severe Disabilities

Project Director: MANK, DAVID

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
SPECIALIZED TRAIN PROGRAM
EUGENE, OR 97403
(503)346-2477

Purpose: This project will result in a new program area at the University of Oregon, focused on the preparation of secondary transition personnel. New teachers and vocational specialists will be trained to be active participants in school reform. The project will include active collaboration with regular and special educators. The objectives are as follows: * Objective 1: Build the capacity of the University of Oregon to prepare secondary transition personnel in severe disabilities. This project will allow the construction of new courses and systems that create a new emphasis in the training of personnel focusing on secondary transition issues. * Objective 2: Build the capacity of community organizations to participate in preparation of secondary transition personnel. Transition requires connections outside the school. This is true for professionals trained to make transition happen, as well as for students with disabilities. This project will result in the development of practicum sites, work sites, and partnerships that result in new opportunities for training students. * Objective 3: Recruit, train, and retain 8 to 10 secondary transition teachers per year, who will be supported in the new transition emphasis area. Students will be recruited through a variety of methods. One method of recruiting rural personnel or individuals presently working in special education or related fields will be a 12-credit professional development course sequence. An additional recruitment tool will be the Oregon Department of Education s ED-NET series. * Objective 4: Provide community implementation and local technical assistance. This project will offer a professional development sequence and technical assistance to local teachers and community service providers to enhance the capability of the community to serve individuals with severe disabilities and provide state-of-the-art practicum sites. * Objective 5: Manage the project, through a team management structure to ensure that activities are completed on schedule and that there is coordination with groups within and outside of the university. * Objective 6: Evaluate the project, through multiple data sources to assess and improve the quality of the project. These data sources will allow project staff to make immediate changes and to engage in long-range planning.

Grant Number: H029A40030

Training Teachers of Visually Disabled Students in A Multicultural, Urban Setting

Project Director: HEINZ, ANTOINETTE

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1998

NORTHERN ILLINOIS UNIVERSITY
DEPT ED PSYCH & SPECIAL ED
DEKALB, IL 60115
(815)753-8452

Purpose: The focus of this four-year project is to train 20 individuals to become well qualified special education teachers of visually disabled youngsters in kindergarten through grade 12 in the Chicago Public Schools. This is a joint effort between the Chicago Public Schools and the staff of the Programs in

Vision at Northern Illinois University. The project is designed to overcome several longstanding, intractable problems experienced by the staff of the Chicago Public Schools in their efforts to provide special education services for blind and visually impaired children in a multicultural urban settings. First and foremost, it is extremely difficult to recruit well qualified individuals to work in the public schools of Chicago. For well over a decade, a chronic and severe shortage of teachers of visually disabled youngsters has existed. Second, the university programs across the nation designed to train special educators of visually disabled students do not address the specific challenges inherent in providing services for these students in the modern multicultural, urban environment. Third, literature focusing on these challenges does not exist. It is therefore the purpose of this project to address these three issues. Individuals who are residents of the urban area and who are already teachers working in the Chicago Public Schools will be recruited for participation in the project. During the academic year, they will complete one course per semester in an after-school setting in a centrally located site in the Chicago Public Schools. During each of the summer sessions, participants will be required to complete 9 semester hours of coursework on the Northern Illinois University campus. During the fourth and final year of the project, special arrangements will have been made to enable the project participants to complete their student teaching in the Chicago Public Schools under the mentorship of experienced master teachers. Thus, the already employed teachers will not be required to take leaves of absence from their jobs in order to complete the program. In order to enroll in the program, each trainee will be required to meet all of the regular admissions standards required for master's degree candidates at Northern Illinois University. This includes supplying The Graduate School with official transcripts of all previous academic work (showing an overall GPA of 2.8 on a 4-point scale), three positive letters of recommendation, and Graduate Record Examination scores sufficiently high to meet the current University standards. As a prerequisite for admission, each participant will be required to sign a statement pledging to provide a minimum of five years of service to blind and visually impaired children in the Chicago Public Schools.

Grant Number: H029A40036

University of Illinois Severe Disabilities Program Collaborating with General Educators for Children

Project Director: RENZAGLIA, ADELLE

Beginning Date: Aug 21, 1994
Ending Date: Aug 20, 1999

UNIVERSITY OF ILLINOIS
109 COBLE HALL,801 S WRIGHT ST
CHAMPAIGN, IL 61820
(217)333-0260

Purpose: Recent educational practices advocate for the identification of home schools and age-appropriate general education class placements for students with moderate to severe disabilities. With this change from the previous concept of service delivery for individuals with more severe disabilities, providing training and experience related to collaborative programs between general and special education (e.g., designing and implementing instructional programs, curriculum decisions, program evaluation, collaboration and teaming, facilitating peer interactions). In response to these training needs resulting from a move toward inclusive education and the pressing shortages in certified staff, this project will provide training for persons interested in working with students with moderate and severe disabilities, with an emphasis on collaboration education to promote a full-inclusion model. The program will prepare teachers who will be eligible for an Illinois Type 10 Certificate with endorsements in physical handicaps and severe disabilities, and who have focused on designing and implementing a collaborative education program for their students. The graduate training program will be competency-based as well as field-based. For three semesters, the special education teacher candidates will participate in practice which will provide ongoing opportunities to apply methods and techniques discussed in university courses. The final practicum will have a specific focus on collaborative education programs. In addition to preparation of special educators seeking initial certification, this program will provide education and training in collaboration for inclusion through a part-time master's degree program for special educators currently holding an Illinois Type 10 Certificate with endorsements in other disability categories. These individuals will obtain endorsements to teach students with moderate or severe disabilities and/or physical disabilities. Educators in certification programs other than special education (i.e., elementary, secondary, art, music, and physical education programs) will also have opportunities to work together with the special education teacher candidates to learn skills and philosophies needed to design and implement inclusive educational programs. Stipends for their participation will be provided to these certification candidates. Program participants will attend joint courses and seminars, as well as engage in collaborative field work assignments with the graduate students in the special education master's degree program. The Discrepancy Evaluation Model will be used to organize and monitor these program functions and their corresponding objectives, as well as the timeline for accomplishment. This model will serve as a tool for modifying procedures when needed to meet stated goals and objectives.

Grant Number: H029A40039

Low-Incidence Disability Training Project

Project Director: Bateman, Gerald

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

Rochester Institute of Technology
National Technical Institue for
52 Lomb Memorial Drive
ROCHESTER, NY 14623-5604
(716)475-6451

Purpose: This project is aimed at attracting high quality students to a graduate program that prepares junior high school and high school teachers for certification, both as teachers of the deaf (K-12) and as secondary school content teachers in grades 7-12. Placing dually certified teachers in both mainstream schools and schools for the deaf helps to ensure that deaf students will not be short-changed in the quality of their academic curriculum or in their access to the curriculum. The National Technical Institute for the Deaf will offer a two-year master's program in secondary education of students who are deaf or hear of hearing. The program has the capacity to enroll up to 15 full-time students in each entering class. Federal funds will provide graduate stipends to enable these students to complete their degrees without incurring a debt that acts as a disincentive to many who consider teaching as a profession.

Grant Number: H029A40043

Low-Incidence Transition Coordinator Training Program

Project Director: FLEXER, ROBERT

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

KENT STATE UNIVERSITY
PO BOX 5190, 101 AUD BLDG.
KENT, OH 44242
(216)672-2662

Purpose: This project addresses special education s problems in achieving quality outcomes for persons with disabilities by preparing master's level professionals to organize new models of service delivery which ensure access to preparation for work and community living. This four-year project is designed to prepare 24 master's level professionals to function as transition coordinators in secondary and vocational programs for persons with severe disabilities. It provides students with competencies to provide vocational instruction and to develop supports in community-based settings, to develop transition plans, and to provide and coordinate services. The model is interdisciplinary across vocational education, special education, and rehabilitation and applies coursework through a heavy emphasis on field based work experiences. Students will be instructed with the goal of being able to develop quality employment and community living outcomes for persons with severe disabilities. In order to prepare students and develop their competencies, this project will focus on the following objectives: * To recruit 24 students with philosophy, commitment, motivation, interpersonal skills, and academic potential for transition program development; * To provide students with competencies focusing on direct service through fall semester coursework and a practicum in local schools; * To provide students with competencies in implementation and coordination of transition services through spring coursework and practicum in local schools; * To develop, implement, and evaluate a summer program focusing on transition leadership; * To place 24 program graduates in appropriate settings through a career placement program and field experience contacts; and * To disseminate information concerning training methods, program features, and program outcomes.

Grant Number: H029A40044

A Rural Partnership for Low-Incidence Populations: Preparing and Supporting Special Educators

Project Director: JENSEN, MARY

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
1ST & NORMAL STREETS
CHICO, CA 95929
(916)898-4099

Purpose: This on-the-job preservice training program applies the structure of an award-winning internship program for teachers of learning disabled students to teachers of individuals with severe and low-incidence disabling conditions. It addresses the national priority of training personnel to work in rural areas with the following objectives: * To reduce the severe and longstanding shortage of fully trained special educators for students with severe and low-incidence disabilities in rural areas; * To attract and select the best candidates for specialist positions; * To provide a structure that greatly reduces the personal, professional, and geographic hardships of obtaining a Special Education credential; * To prepare special educators who will effectively meet changing needs in special education and in California s rural schools; and * To fashion a support structure that both assists on-the-job trainees and encourages the retention of talented special educators in rural areas. California State University-Chico is the sole institution bringing specialist education to 12 isolated rural counties, and has formed a collaborative partnership with school districts in its service area to design an alternative training program that will prepare 80 special education teachers to meet changing needs in rural California. The program will combine local resources for aggressive recruitment, accessible training, and structured support in order to alleviate a serious and persistent shortage of fully credentialed special education teachers for students with low-incidence disabling conditions. By significantly reducing this personnel shortage and by strengthening existing district efforts, the program will improve the quality of education received by exceptional students in a 36,000-square-mile rural area. Preferences in recruitment will be given to residents of local, northeastern communities. Those individuals are most likely to remain in their areas and teaching positions. Eighty trainees, particularly sought from under-represented ethnic groups, will receive a stipend incentive to pursue training in the wide range of technical and consultative skills needed by today s special educator. Training will be accessible at full-day classes, at regional training sites, through interactive instructional television, and at intensive on-campus summer sessions. In addition to formal training, a "safety net" or support network will be built around each trainee. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the two-year period.

Grant Number: H029A40048

North Carolina Collaboration Preparation Program in Severe Profound Handicaps

Project Director: Spooner, Fred

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

University of North Carolina at Charlotte
9201 University City Blv
CHARLOTTE, NC 28223
(704)547-2532

Purpose: This collaborative teacher training program provides graduate training to teachers who are interested in teaching individuals with severe disabilities. The coursework will be provided through an interactive fiber optic network (distance education), combined with on-site instruction, to sites at four partner universities in addition to the University of North Carolina-Charlotte (UNCC). In providing coursework through the CONCERT Network, this project will increase the number of qualified, certified teachers across the state in a relatively short period of time and in the most cost-effective manner. UNCC has the only approved program in North Carolina in severe/profound disabilities that is fully implemented. This project will allow the university to provide professional preservice preparation to teachers who would otherwise not have access to this certification preparation. It is anticipated that 50 students will be enrolled in each of two phases, for a total of 100 students during the life of the project. Phase I will focus on the eastern half of North Carolina, with East Carolina University and the University of North Carolina at Wilmington serving as home-site partners. Phase II, beginning in the third project year, will serve the western half of North Carolina, with Winston-Salem State University and Western Carolina University serving as home site partners.

Grant Number: H029A40049

Training Personnel to Work with Hearing-Impaired Children and Their Families

Project Director: HECHT, BARBARA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF SOUTHERN CALIFORNIA
JOHN TRACY CLINIC 806 W. ADAMS BLVD.
LOS ANGELES, CA 90007-2599
(213)743-5481

Purpose: Federal funds will be used to pay tuition for six graduate-level students per year at the University of Southern California s John Tracy Clinic. These students will be trained to provide services to young hearing-impaired children and their families. This project is unique because: * The addition to the training program of a new parent-infant component makes this the only program in the State of California that certifies teachers to work with very young and school-aged hearing-impaired children and their families; * Students attend full-time and complete the program in a much shorter time than in comparable programs; * There is a heavy emphasis in recruitment, coursework, practica, and placement on providing services to families of diverse cultural backgrounds; and * There is a new two-year continuing education program for graduates.

Grant Number: H029A40051

Simmons College Training Program in Severe Special Needs

Project Director: FLEMING, ELIZABETH

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MA 02115
(617)521-2562

Purpose: Simmons College will use federal funds to provide financial assistance to 10 graduate trainees per year for a five year period, with a particular effort to recruit trainees from historically under-represented racial/ethnic groups. The program will prepare personnel in severe special needs, preschool through age 21. The goals of this project are to: * Maintain the one-year, 40-credit program leading to a master's degree with Massachusetts certification in severe special needs, providing coursework and field work in inclusive settings; * Increase the number of practicum sites that represent state-of-the-art practice and philosophies for educating students with severe special needs in inclusive settings, strengthening the liaison between the Simmons College teacher training program and school districts across the state; * Recruit and train minority students to receive full certification in severe special needs and mentoring trainees through a special program. The first goal is based on a well documented shortage of teachers eligible for certification in special education, and the need to provide training for those teaching in inclusive settings. The second goal is in response to school districts need for assistance in designing classrooms to serve students with severe special needs in inclusive settings. The third goal addresses the critical shortage of individuals from under-represented groups in the teaching profession. The training program emphasizes the preparation of students with severe special needs for full participation in their neighborhood schools and community. Special educators are trained in a preservice, competency-based program to design and implement curriculum using the best educational practices in inclusive settings. These practices include collaborative teaming, cooperative group learning, and strategies for adapting curriculum and instructional technology.

Grant Number: **H029A40052**

Special Education Teaching: Master Level Training Grant for Hispanic Autism Communication Clinicians

Project Director: Linares-Orama, Nicolas

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF PUERTO RICO
GPO BOX 5067
SAN JUAN, PR 00936
(809)758-2525

Purpose: This project will train graduate speech/language personnel from minority groups with competencies to educate and treat monolingual (Spanish-speaking) Puerto Rican children with autistic disabilities within the facilities of the urban and rural schools they attend — in collaboration with other educational, clinical, and administrative personnel. The two-year Autism Communication School Services Training Project (ACSSTP) was developed as a replication of "Project TEACCH" principles and methods, the autism literature, and the Puerto Rico Department of Education's needs and Comprehensive System of Personnel Development Data. The ACSSTP will require graduate students to complete course work in autistic school children and youth; autism communication services in the school; and collaborative education, treatment, and transition services for children and youth with autistic disabilities during their first and second year of training. Trainees will also complete a second-year school practicum in evaluation, diagnosis, collaborative treatment and education, classroom services, transition services for autistic pupils, and parent training undertaken in public Puerto Rico schools affiliated with the Medical Sciences Campus at the University of Puerto Rico. Federal funds will be used to provide trainee stipends, obtain faculty services, and acquire training materials.

Grant Number: **H029A40053**

Preparation of Dually Certified Specialists in Visual Impairment and Orientation and Mobility

Project Director: HOLBROOK, CAY

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

UNIVERSITY OF ARKANSAS
2801 SOUTH UNIVERSITY AVE
LITTLE ROCK, AR 72204
(501)569-3335

Purpose: Federal funds will be used for a five-year graduate program to provide coursework leading to dual certification for professionals working with students who are visually impaired. This may involve additional training in orientation and mobility for currently employed teachers, or classes in teacher education for orientation and mobility specialists. Professionals who complete this program will be eligible for certification in orientation and mobility from The Association for the Education and Rehabilitation of the

Blind and Visually Impaired (AER), as well as teacher certification in visual impairment from their state department of education. Currently, there is a great need for qualified personnel to provide both instruction in adaptive skills and orientation and mobility services to students who are visually impaired and are enrolled in local schools. While there has been an increase of teachers of students who are visually impaired in the State of Arkansas in the past three years, there has been no corresponding increase in the supply of orientation and mobility specialists serving those same students. By targeting teachers who already have background and experience in visual impairments through initial teacher certification, this program will be able to: * Increase the number of teachers quickly, since core courses in visual impairment will not be necessary; these teachers will have had core courses already as part of their prior educational experience; and * Increase the qualifications of vision and orientation and mobility specialists so that they are better prepared to serve students in rural areas, addressing all of the student s needs. Priority funding will be allocated to the preparation of teachers in Arkansas. However, teachers from these surrounding states of Oklahoma, Louisiana, Mississippi, western Tennessee, and Missouri will also be given strong consideration, since these states or portions of them do not have personnel preparation programs in orientation and mobility.

Grant Number: H029A40055

Preparing Teachers for Students with Severe Disabilities in Arkansas (Training Personnel to Serve Low Incidence Disabilities)

Project Director: SMITH, TOM

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF ARKANSAS
2801 SOUTH UNIVERSITY AVE
LITTLE ROCK, AR 72204
(501)569-3016

Purpose: This five-year project will provide financial assistance to at least 12 graduate students per year in order that they may complete courses toward Arkansas certification in Moderately-Profoundly Handicapped and a master's degree in Teaching Persons with Severe Disabilities. The University will collaborate with the Arkansas Association of Special Education Administrators to identify and recruit, as graduate students, teachers who do not meet the full qualifications of the State for certification in Moderately-Profoundly Handicapped, K-12. Each year, students will be offered all of the courses needed to meet Arkansas certification requirements. These courses will be part of a plan of study for a Master's in Education degree. Courses will be scheduled during the summer, late afternoons, in evenings, and on Saturdays to accommodate trainees. The instruction will prepare the graduate students to provide community-based instruction for pupils with severe disabilities. The current program will be modified to better provide students with competencies in the areas of assistive technology and provision of needed supports for inclusion of students with severe disabilities in regular class environments. The project will implement three strategies to assist in the retention of teachers of students with severe disabilities: * Distribution of a newsletter to teachers of students with severe disabilities three times per year; * An annual statewide Professional Development Symposium; and * Three regional half-day Professional Development Seminars. Collaboration with local and state agencies will be a significant dimension of the project. The University will collaborate with the Little Rock School District and the Pulaski County Special School District in providing appropriate field placements for graduate students in the program and in the supervision of these students. The project will also collaborate with the Arkansas Technology Resource Center in preparing graduate students in the area of assistive technology. Additionally, the project staff will collaborate with the Arkansas Special Education Resource Center, funded by the Arkansas Department of Education, to provide teachers information on current best practices.

Grant Number: H029A40060

Dual Certification of Teachers of the Visually Impaired as Orientation and Mobility Specialists

Project Director: FAZZI, DIANE
Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
5151 STATE UNIVERSITY DR.
LOS ANGELES, CA 90032
(213)343-4400

Purpose: This five-year project will train 20 teachers of the visually impaired to receive dual certification as orientation and mobility specialists at the master's level. The project will place an emphasis on preparing O&M/Visually Handicapped Specialists to work sensitively and effectively with children from culturally and linguistically diverse populations in order to address the changing demographics of California and the United States. Children who are blind or visually impaired and have multiple disabilities represent an increasingly larger portion of the visually impaired population. Trainees in this project will receive in-depth coursework and practicum experiences related to serving children and youth with multiple disabilities. In addition, issues and skills related to transitioning visually impaired youth from school to self-sufficient adult roles will be infused into the curriculum and practicum experiences during the project period.

Grant Number: H029A50006

Low-Incidence Disability Training Project

Project Director: BOSS, MARION
Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF TOLEDO
2801 W BANCROFT ST
TOLEDO, OH 43606
(419)537-2185

Purpose: Over a three-year period, this project will prepare 38 special education teachers to serve as instructors of students identified as autistically impaired and severely physically and sensorily disabled or multihandicapped, in least restrictive environments. Preservice teachers will be trained to collaborate with general education teachers to promote inclusive activities for children and youth with multiple disabilities and/or autism. During the three years of this project: * 24 undergraduate students will be graduated with specific seminar and practica experience with students who have multiple disabilities; * 14 graduate students will be graduated with certification in the behavioral spectrum in the aura of autistically impaired. Federal funds will support development of a specialized program in the Multiple Handicap certification, specifically related to training and preparation of teachers and related services personnel (speech and communications) to instruct students with severe physical, sensory, and/or behavioral disabilities, and to integrate course work with the practicum experience.

Grant Number: **H029A50008**

Preparing Speech-Language Pathologists to Provide Services for Children with Low Incidence Disabilities in Inclusive Settings

Project Director: MOORE, S

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

UNIVERSITY OF COLORADO
CAMPUS BOX 19
BOULDER, CO 80309
(303)492-5375

Purpose: This University of Colorado project will prepare five speech-language pathologists per year to consult and collaborate with classroom teachers, special educators, and families in behalf of children with identified low-incidence disabilities. Course work and practica will be designed to enhance competency acquisition to facilitate a consultative and cooperative approach to assessment and intervention related to children with traumatic brain injury, fetal alcohol syndrome, fetal alcohol effects, and Fragile X syndrome. The preparation of speech-language pathologists to create dynamic and innovative intervention strategies in a transdisciplinary, collaborative arena is paramount to the social and academic success of this group of children. The project will use recruitment efforts directed toward personnel from historically under-represented racial/ethnic groups, and will train qualified speech-language pathologists to provide services in a variety of settings, including rural areas. Because of comprehensive academic and practica opportunities involving issues and experience with culturally diverse populations, trainees will also be prepared to serve racial, ethnic, and language minority children with disabilities. The project will make maximum use of existing resources, through the University's Department of Communication Disorders and Speech Science and Department of Education, the Boulder Valley School District, Children's Hospital, Mapleton Center for Rehabilitation, Charter Behavioral Health System at Centennial Peaks, and the Hope Center.

Grant Number: **H029A50009**

Low-Incidence Disability Training Project

Project Director: Lyon, Steven

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

UNIVERSITY OF PITTSBURGH
350 THACKERY HALL
PITTSBURGH, PA 15260
(412)648-7203

Purpose: Past follow-up studies of youth with severe disabilities exiting school have reflected that inadequately prepared traditional special education teachers inadequately prepare students with severe disabilities for adult life. On the other hand, recent research, follow-up studies, and demonstration projects have shown that school programs characterized by consensus best practices (including integration/inclusion, functional curriculum, community-based instruction, and longitudinal transition planning) produce more beneficial learning experiences and more productive post-school outcomes for students with severe disabilities. In Pennsylvania, support for post-school, transition, and community integration outcomes is reflected by several statewide initiatives sponsored by the Department of Education, the Offices of Vocational Rehabilitation, Mental Retardation, and Mental Health, and the Arc of Pennsylvania. Still, there are insufficient numbers of adequately prepared educators who are responsible for producing the necessary curriculum innovations. This project will address these needs by training ten master's level educators per year for three years, each prepared in state-of-the-art practices. The project will use two different local public school internship training sites where model programs demonstrating best practices in educational services are in place and operated by professionals previously trained by the University of Pittsburgh s Program in Severe Disabilities. Seven knowledge and performance competency clusters will be delivered sequentially through seven didactic and field based internship courses over an intensive three-term, 36 week time frame: 1. Survey of programs and services 2. Eco-behavioral assessment 3. Systematic instruction 4. Independent community living 5. Integrated/supported employment 6. Transition and community integration 7. Program design Students will apply knowledge and gain skills through 36 weeks of structured and supervised internship experience in integrated school, work, and community settings where they will be required to design and produce positive student outcomes. The director and students will also contribute instructional support and technical assistance to internship site programs and personnel. A systematic four-stage plan will be used to evaluate the adequacy of resources, degree of implementation, acquisition of competencies, and impact of the project on local programs, staff and students.

Grant Number: H029A50014

Preparing for Inclusion: Supporting Collaboration Between Elementary & Special Education

Project Director: JONES, HAZEL

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF FLORIDA
219 GRINTER HALL
GAINESVILLE, FL 32611
(904)392-0701

Purpose: The University of Florida s Department of Special Education will develop a model for preparing special education preservice teachers to collaborate with their general education colleagues toward implementing the successful inclusion of students with profound disabilities in general education classrooms. Over three-years, this project will provide training in best practices in profound disabilities to 18 preservice teachers in special education who wish to receive an endorsement in profound disabilities and to 18 preservice teachers in elementary education who wish to receive a specialization in special education. Several inter-related problems exist in Florida that can be addressed and remediated through this project. Many current teachers of students with severe or profound disabilities either (a) do not have training in this area but are certified in affiliated areas such as mental retardation, physical disabilities, or emotional disabilities, (b) are not certified in affiliated areas, or (c) are not certified in special education. Consequently, there is a critical shortage of teachers in profound disabilities in both number (an historical problem) and in qualified personnel As a result, there is a shortage of programs for the purpose of demonstrating and practicing exemplary instruction. To meet this need, the Florida Department of Education requires that, as of July 1994, teachers of students with profound disabilities were required to begin to enroll in course work that will lead to an endorsement in profound disabilities. A second problem is that the vast majority of students with the label of "profoundly mentally handicapped" continue to be educated in segregated schools and separate classes. Inclusion is not yet an option for many students with profound disabilities in Florida. This project will address both the shortage of teachers who are qualified to work with students who have profound disabilities, and the critical factors that support successful inclusion of students with profound disabilities. The training program will be values-based and competency based. The philosophy focuses on the development of meaningful skills in a variety of inclusive school, living, community, work, and recreation environments for students with severe and profound disabilities. The program includes a fall semester seminar on critical issues in profound disabilities, which is a discussion-based course on the values base of best practice and inclusion. A spring semester course on assessment in profound disabilities will include critical assessment information, such as sophisticated functional analysis of problematic behavior and person-centered approaches to planning. The summer sessions will include a practically based methods course addressing a wide range of topics affecting school-aged and PreK students with profound disabilities. Participants will engage in the process of planning for the practicum, a summer inclusion camp conducted at the University of Florida College of Education laboratory school. The practicum will entail intensive teaming and daily planning for both students with disabilities and without disabilities. University faculty will provide intensive on-site training during the practicum.

Grant Number: H029A50015

Low-Incidence Disability Training Project

Project Director: ALPER, SANDRA

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF NORTHERN IOWA
119 WJSHC
CEDAR FALLS, IA 50614
(819)273-6061

Purpose: Only about 60 percent of all educators of students with severe disabilities in Iowa have appropriate certification. In addition, only one-fourth of all teachers in Iowa have training beyond the bachelor s degree. The need is even more acute for teachers of students with disabilities in inclusive school settings. The University of Northern Iowa provides a comprehensive certification program in the education of individuals with severe disabilities. This project will extend certification opportunities and specialized training in inclusive education to general education students matriculating at the university and to teachers currently working in the field. Participants may elect to emphasize grades K-6 or grades 7-12 inclusive school settings in their programs of study. For those preparing to work at the secondary level, transition planning, interagency cooperation, and teaming with general educators in all aspects of transition will be emphasized. Each year, the project will support five full-time master's students and ten highly qualified teachers who will be part time students. Two groups will be targeted for recruitment. The first group is composed of seniors at the University of Northern Iowa who are majoring in general education, with a special education minor in mild disabilities. They will spend the year following graduation completing the master's degree with an emphasis in inclusive education for students with severe disabilities. The second group will be targeted for part-time master's degree work. These are teachers currently in the field who are less than fully qualified in severe disabilities. Teachers currently working with students who have severe disabilities, but who are less than fully certified, will be eligible for financial assistance that will enable them to participate in the master's program as part-time trainees while they continue teaching.

Grant Number: H029A50018

Low-Incidence Disability Training Project

Project Director: ALONSO, LOU

Beginning Date: Aug 16, 1995
Ending Date: Aug 15, 1998

MICHIGAN STATE UNIVERSITY
ANN ARBOR, MI 48824
(517)355-1835

Purpose: This project will prepare and graduate annually five full-time preservice master's degree teachers of learners with visual disabilities, each of whom will further specialize with an emphasis in deaf-blindness. A training model based on the Michigan "Special Education Program Outcome Guides and Assessments for Visual Impairments, Hearing Impairment, and Severely Multiply Impaired" will be used for both academic instruction and field-based practica to ensure that preservice teachers are able to plan for and teach the ten fundamental sets of functional behaviors (skills and competencies) that experts have identified for the long range focus of school programs for these students. The training model will be strengthened by practica offered in collaboration with the existing statewide outreach programs of the Michigan School for the Blind and Michigan Services to Children who are Deaf-Blind, whose staffs offer statewide outreach assistance to deaf-blind children, their families and teachers in inclusive education settings. The project will focus on deaf-blind children in four large Michigan Intermediate School Districts providing education to more than 140 city, suburban, and rural-based children schooled in the Wayne Intermediate School District (63 deaf-blind children); Kent Intermediate School District (30 deaf-blind children); Oakland Intermediate School District (28 deaf-blind children); and Macomb Intermediate School District (19 deaf-blind children).

Grant Number: H029A50022

Severe Disabilities-Early Intervention

Project Director: Dinnebeil, Laurie

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

UNIVERSITY OF TOLEDO
2801 W BANCROFT ST
TOLEDO, OH 43606
(419)537-4330

Purpose: This project makes possible a new personnel preparation initiative in interdisciplinary and family-centered graduate level personnel preparation at the University of Toledo. This program is designed for professionals who currently provide early intervention services to young children with severe disabilities and their families, but who are neither fully certified nor appropriately trained to provide effective intervention support to low-incidence early childhood populations. The training program will include an academic program of study, specialized seminar offerings, and coordinated practicum experiences. Interdisciplinary training will include information and practicum training experiences which will address medical care issues, technology, the implications of sensory impairment on early development, family-centered intervention models and multicultural awareness, neonatal intervention services, developmentally appropriate team interaction, and related concerns. Local and regional consultants and members of the advisory committee will participate in the areas of medical and nursing services, family dynamics, related services, and program models. Parent mentors will be directly involved in the design of course, seminar, and practica experiences and will serve as instructors and co-instructors. The project will train 20 early intervention specialists in two 2-year part-time training cycles. Graduate students will include special education and early childhood professionals and related services personnel. Priority will be given to early interventionists and related services staff currently employed without appropriate certification, and to candidates from under-represented racial/ethnic groups. Participants will receive tuition remission and a stipend.

Grant Number: H029A50025

Inclusion Specialist Program: Preparing Teachers To Serve Students With Severe Disabilities In Inclusive Settings

Project Director: NOONAN, MARY

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF HAWAII
2540 MAILE WAY, SPALDING 25
HONOLULU, HI 96822

Purpose: The ISP Project will increase the quality of special educators in Hawaii through training in a competency based inclusive education master's degree program. It will increase the quantity of certified special education teachers (preschool, elementary, and secondary level certification) by graduating a minimum of 60 new teachers. Among the features of this project are the following: 1. "Best practices" (an inclusive education model) are merged with locally determined and valued outcomes. ISP trainees will acquire the competencies to implement in inclusive education model that is considered to be best practice for students with severe disabilities a model to which the Hawaii Department of Education has made a strong commitment. Stakeholders (trainees, general and special education teachers, parents, principals, and district personnel) will meet as teams with project personnel to review trainee practicum assignments and determine how they will be individualized for specific students and classes and how they will be implemented to meet local needs and valued outcomes. 2. A distance education approach is used. The project will be accessible to trainees in outlying areas through the Hawaii Interactive Television System (HITS) and SkyBridge, with periodic on-site visits by project personnel and flexible scheduling of courses on weekends, at off-campus locations, and in intensive summer institutes. 3. Trainees from under-represented racial/ethnic groups are recruited and supported. The project will use existing minority recruitment programs at the University, will team with district-level resource teachers to recruit non-certified teachers serving students with severe disabilities, and will place recruitment ads in local, neighbor-island, and ethnic newspapers and other publications. Stipends will assist trainees who need tuition support and other support. Course delivery through distance education and flexible scheduling will assist trainees living in outlying areas. Students will receive programmatic support through advising, counseling, local mentors, peer support groups, and an ISP support seminar.

Grant Number: H029A50026

Personnel Preparation for the Low-Incidence of Children with Hearing Impairments in Public Schools in Rural North Carolina

Project Director: SHROYER, EDWARD

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

UNIVERSITY OF NORTH CAROLINA
310 CURRY BLDG.
GREENSBORO, NC 27412
(910)334-5939

Purpose: This project supports a specialized preservice program to prepare teachers in hearing impairment, grades K-12, to collaborate and co-teach with general education and special education teachers in rural North Carolina schools. The project includes course work and experiences for trainees to: * Gain knowledge about rural education programs and life in rural areas; * Develop interpersonal skills and knowledge regarding general education and co-teaching; and * Conduct specialized inservice development for general and special education teachers, staff, parents of children with hearing impairments, and children in rural public schools. An electronic communication link between participating rural schools and the University will facilitate easy and frequent communication among practicing teachers and trainees in this program.

Grant Number: H029A50030

Training Educators of Excellence for Maine s Students with Severe Disabilities (TEEMSS)

Project Director: GOESSLING, DEBORAH

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF MAINE
5751 COBURN HALL
ORONO, ME 04333
(207)581-2482

Purpose: For the purposes of this project, severe disabilities are defined as students labeled with multiple disabilities: severe and profound mental retardation, orthopedic impairments (including complex health care needs), and autism. Federal funds will assist the College of Education at the University of Maine-Orono in extending a graduate program in severe disabilities into distant rural areas. Features of this project include new recruitment efforts, a focus on rural educators, and graduate study offered through a combination of interactive television and on-campus summer instruction. Stipends will support individuals in the graduate program, and a few full-time stipends will also be offered to undergraduates who are interested in a fifth year of study to earn a graduate degree in severe disabilities. The grant will also help the faculty to develop course work suitable for delivery by interactive television, and to monitor the quality and progress of distance education delivery. The ITV studios on the University campus will be used for the course broadcasts. Participants will be rural conditionally certified teachers, rural experienced teachers who want an advance degree, and undergraduates seeking a fifth year of study. It is expected that 30 educators will graduate with master's degrees and become educational specialists for students with severe disabilities over the three years of the project.

Grant Number: **H029A50034**

Graduate Training of Personnel to Serve Infants & Young Children with Low-Incidence Disabilities

Project Director: KLEIN, DIANE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
5151 STATE UNIVERSITY DR
LOS ANGELES, CA 90032
(213)343-4400

Purpose: This project will recruit and support students in graduate training in low-incidence early childhood special education. Building on the strengths of the current Early Childhood Special Education program, and using the particular expertise of faculty in low-incidence disability preservice training, the major goals of the project are as follows: 1. Recruit, train, and retain candidates to provide services to infants and toddlers with low-incidence disabilities and their families. Financial support will be provided to recruit, train, and retain candidates into the program. Twelve individuals will be trained each year, for a total of 36 fully qualified graduates by the end of the third year of the project. Each candidate will receive the master's degree on successful completion of the four-quarter program. Candidates supported by the project will be either: (a) individuals with undergraduate degrees in early childhood or related services, but with little or no training in low incidence disabilities or special education; and (b) individuals who hold a specialist credential in a low-incidence disability area, but with little or no specific training in early childhood. Although candidates will enter the program with differing backgrounds, training in both early childhood special education and low-incidence disabilities will provide balance for the particular specialization. 2. Implement graduate level course work and practica in low-incidence early childhood special education. The strong existing master's program in Early Childhood Special Education will be enhanced through an intensive immersion program in low-incidence disabilities. Following a complete sequence of course work and practica in early childhood special education, candidates will receive intensive course work in low-incidence disabilities and be placed at a variety of educational settings serving infants and toddlers with hearing impairments, visual impairments, physical and multiple disabilities. Placements will rotate on a 3-week basis to provide practica experiences in all low-incidence disabilities. Practica will provide experiences in both infant and toddler populations. Morning practica will be followed by afternoon seminars and information synthesis to provide additional emphasis in low-incidence early childhood special education. 3. Training in collaboration, networking, leadership, and multidisciplinary service delivery. Coordinated service delivery to meet the varied clinical and learning needs of young children with low-incidence disabilities is exacerbated by issues of cultural and socioeconomic diversity, educational setting, and program availability. This project will meet these challenges through training in: * Cooperation with professionals in a variety of disciplines; * Utilization of a variety of educational placement settings in practica experiences that reflect the ethnic and cultural diversity of the region; * Multidisciplinary team activities with close parent involvement; * Networking with established regionalization programs; and * Leadership in training and supervising paraprofessionals. Collaboration will be modeled through: (a) the summer immersion model taught cooperatively by faculty; and (b) provision of networking and technical support provided by established low-incidence regionalization projects.

Grant Number: H029A50039

Preparation of Personnel to Serve Students with Moderate & Severe Disabilities

Project Director: BERDINE, WILLIAM

Beginning Date: May 15, 1995
Ending Date: May 14, 1998

UNIVERSITY OF KENTUCKY
105 KINKEAD HALL
LEXINGTON, KY 40506
(606)257-8592

Purpose: The University of Kentucky's Department of Special Education and Rehabilitation Counseling program for preparing teachers to work with students who have developmental and behavioral disabilities is a unique approach to the provision of training for special education personnel. Previously, two separate categorical training programs existed: Trainable Mentally Handicapped and Severe/Profound Disabilities. These programs have been combined for two reasons. First, the Commonwealth of Kentucky offers a single certification program in moderate and severe disabilities which reflects the more heterogeneous populations found in low incidence classrooms. Second, the programs have been combined in order to facilitate more efficient use of faculty and other resources. The two categorical areas and their respective certifications have been eliminated and replace with one cross-categorical certification program. The new federal project will have several important benefits, as follows: * Recruitment efforts will be streamlined into one categorical area, especially in rural areas of the state (including Appalachia). * Graduate students who are current teachers with emergency teaching certificates who are enrolled in certification programs can remain in their existing classrooms, thereby permitting the retention of teachers in local classrooms. This is a significant benefit to rural school districts, which traditionally have had difficulty in attracting and retaining qualified special education teachers. * The project will enable faculty to develop and teach a new course in collaborative consultation, which is a skill that is greatly needed by special education teachers in rural schools. This need has been heightened by the Kentucky Educational Reform Act, which mandates non-graded and integrated inclusionary educational options in the public schools. * The combined program will allow greater flexibility in recruiting qualified students and in making financial assistance available to facilitate their completion of certification programs. * This single certification program will produce more teachers in a shorter time, since general education certification will no longer be required (and which was found to have been a deterrent for recruiting students into special education certification programs). The ultimate goal of the project is to provide better educational and related services to students who exhibit a variety of low incidence disabilities. This goal will be met through the accomplishment of these three objectives: 1. To prepare teachers to work in diverse educational settings with children and youth exhibiting learning, developmental, and behavioral disabilities; 2. To prepare special education teachers to provide consultation, inservice training, and information dissemination related to serving children and youth with learning, developmental, and behavioral disabilities; and 3. To prepare teachers to analyze and conduct applied research related to serving children and youth with learning, developmental, and behavioral disabilities.

Grant Number: **H029A50041**

Low-Incidence Disability Training Project

Project Director: GAUSLAND, MARTHA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

BOWLING GREEN STATE UNIVERSITY
BOWLING GREEN, OH 43403
(419)372-7354

Purpose: Currently, more than 50,000 hearing impaired youngsters are educated in the United States, and more than two-thirds are included in programs in local public schools. Many districts are moving to full inclusion of special education students in general education classrooms as the starting point for consideration of educational interventions. In Ohio, the move toward inclusion has been relatively swift because of State Department of Education initiatives over the past few years. In some districts, this has meant complete elimination of self-contained or resource room classes for students with hearing impairments. In others, it has meant a significant increase in the number of students mainstreamed and/or in the percentage of time students spend in general education classes. General education teachers have to accommodate the unusual needs of hearing-impaired students, frequently without training in the characteristics of this population or in methods for adapting instruction to meet their needs. Teachers of the deaf must also make a transition from sole providers of specialized services to students with hearing impairments, to serving as a resource and expert consultant to general education teachers and to a variety of professionals performing support functions. Project BRIDGE permits university personnel to respond with revised and innovative methods to classroom teachers' needs for training on providing appropriate conditions and procedures for hearing-impaired students under inclusionary school structures. The project will also respond to state initiatives shifting certification of teachers of hearing-impaired students from the baccalaureate to the master's level. It will also expand the diversity and expertise of graduate candidates by increasing incentives for recruiting under-represented populations into education of the hearing impaired, especially candidates who are deaf. The specific objectives of this project are, therefore, to: * Improve abilities of prospective teachers of students with hearing impairments to nurture their students in inclusionary environments by introducing new course competencies in deaf culture; * Improve abilities of prospective teachers of students with hearing impairments to nurture their students in inclusionary environments by introducing new course competencies in collaboration. * Develop a cooperative placement that will provide a setting where prospective teachers of students with hearing impairments will develop essential skills for working in inclusionary settings; * Create a reservoir of trained regular educators with the competencies and skills to assist practicum teachers and who model appropriate skills for integration of students with hearing impairments; * In concert with nationally known professionals and members of the deaf community, create and evaluate materials for improving abilities of prospective teachers of students with hearing impairments to provide instruction in deaf culture and sign language; and * Recruit and retain prospective graduate students from minority populations and from among the hearing impaired population, while extending recruitment among teachers who have certification in general education.

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Grant Number: **H029A50042**

Low-Incidence Disability Training Project

Project Director: PUMPIAN, JAN

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

SAN DIEGO STATE UNIVERSITY
5178 COLLEGE AVE
SAN DIEGO, CA 92182
(619)594-6665

Purpose: In this project, three fundamental issues will be addressed as they relate to the need for teachers prepared to work with students who have disabilities, particularly those with low-incidence disabilities (served in the category of Severely Handicapped in California). * First, it is established that there is a shortage of teachers credentialed to work with these students, and this shortage is as great in Southern California as anywhere else in the country. * Second, there is a need for teachers credentialed to work with these students who have instructional competencies which promote meaningful school and community inclusion and these practices fall within the expertise, reputation, and values of the offerors. * Third, there is a critical need for more diversity and culture represented among teachers credentialed in this area. Given the range of the San Diego State University student population, which is 36 percent non-white, and an even more diverse urban community, the project is designed to recruit and train a more culturally, (dis)ability, and ethnically diverse special education teacher corps. The Internship Credential Program addresses these critical human resources needs. It makes use of a unique credential preparation option provided by the California Commission on Teacher Credentialing that permits school districts to enter into partnerships with universities for the employment and training of teacher interns. These interns can be employed as paid teachers while pursuing a university credential program. A noteworthy feature is the close in-class supervision provided to the interns each semester by district and university supervisors. The San Diego State University Department of Special Education and the San Diego Unified School District have successfully cooperated to initiate several teacher training programs in Southern California. These programs have proven to be a successful alternative to both the emergency credential structure and long-term substitute options. Accordingly, this project will: * Encourage new people to become certified teachers in special education, through the incentives of paid training opportunities, provision of support stipends for tuition and textbooks; * Provide an alternative to the emergency credential and long-term substitute solutions to personnel shortages; * Provide formal training in transition and supported employment; and * Result in at least 40 fully qualified and credentialed teachers in the critical shortage area of severe disabilities.

Grant Number: **H029A50046**

Consultant Specialist: Education of the Deaf & Hard of Hearing

Project Director: MERCADO, DAVID

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

IDAHO STATE UNIVERSITY
921 S 8TH AVE
POCATELLO, ID 83209
(208)236-3806

Purpose: Idaho State University will use federal funds to develop and field test an advanced career position in the field of education of the deaf and hard of hearing: the Consultant Specialist in the Education of Deaf and Hard of Hearing. Preparation for this career position will occur at the post master's level of the Education Specialist (Ed.S.) The Consultant Specialist: Education of the Deaf and Hard of Hearing is an approximate parallel to the principal, coordinator, or supervisor in the education of the deaf and hard of hearing when the major placement of deaf/hard of hearing children was the state residential school, major metropolitan day class, or day school program. Since the enactment of federal and state laws requiring a variety of placement options, the shift of deaf and hard-of-hearing students to local public school options has been significant and dramatic. The numbers and kinds of specialists required for local education agency programs for these students has grown in almost logarithmic proportions. Additionally, the enrollment of sensorily disabled students in neighborhood schools and in general education classes has been enormously challenging to site principals, general education teachers, and others. The Consultant Specialist prepared through this model will be competent to administer education for students with hearing impairments in public school settings, and/or to take the role of school or district consultant to the personnel to operate and implement programs for students with hearing impairments.

Grant Number: **H029A50048**

Low-Incidence Disability Training Project

Project Director: Delaney, Mary

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

CANISIUS COLLEGE
BUFFALO, NY 14208
(716)888-2261

Purpose: Canisius College operates a fully accredited program preparing teachers to work with deaf and hard of hearing students from pre-nursery through grade 12. This new grant will make possible several improvements in this program as follows: * Increasing recruitment from minority groups, especially the deaf population, and expanding attempts to recruit trainees from rural areas. * Encouraging graduates to seek and accept employment in rural areas. * Increasing sign language opportunities, with more instruction in American Sign Language for trainees. * Beginning a Canisius College elective in American Sign Language. * Expanding knowledge and experience of deaf culture throughout the program. * Exploring a Canisius College undergraduate special education major and/or dual certification at either the undergraduate or graduate level. * Expanding western New York practicum sites focusing on inclusion. * Implementing the expanding concept of transitional services into program activities. * Increasing the focus on advocacy roles of teachers, with subsequent teachers' support of local, state and federal legislation on disabilities. * Cooperating with the National Technical Institute for the Deaf at the Rochester Institute of Technology to establish a computerized mentoring program for beginning teachers.

Grant Number: **H029A50051**

Preparation of Educators & Orientation & Mobility Specialists to Teach Individuals with Visual/ Multiple Disabilities

Project Director: Ferrell, Kay A.

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

University of Northern Colorado
Special Education
GREELEY, CO 80639
(303)351-1653

Purpose: The University of Northern Colorado's project will expand its program in education and orientation and mobility of students with visual impairments by developing and implementing a special training sequence of 19 credit hours in visual/multiple disabilities. The objectives are: 1. To reinstate the emphasis in visual/multiple disabilities within the Severe Needs: Vision program by: * Implementing a 19-credit track incorporating courses on significant disabilities and hearing impairments into the Severe Needs: Vision program of study; * Developing and teaching a three-course sequence in visual/multiple disabilities for this track, emphasizing communication and orientation and mobility for infant and preschool, school-aged, and adolescent students with visual and multiple disabilities; and * Within this three-course sequence, requiring a one-credit laboratory field experience for each course to provide practicum experience with infant, preschool, school-aged, and adolescent students with visual and multiple disabilities. 2. To provide financial assistance to 24 graduates (32 trainees) over the three years of the project. 3. To disseminate the new curriculum developed under this grant to other graduate programs preparing teachers of students with visual impairments; and 4. To establish an advisory committee to assist the project in meeting its goals. On completion of the two-year multiple-competency program, graduates will be prepared for positions as classroom, resource, and itinerant teachers, and as teacher/consultants for infants, children, and youth with visual/multiple disabilities in an array of placement options. Project activities will be disseminated to other university programs through a monograph that addresses current practices in educating students with visual/multiple disabilities, explains how these new competencies can be incorporated into existing curriculum, and includes course syllabi and resource lists to assist others in implementation.

Grant Number: H029A50054

Preservice, Field-Based Training for Ohio School Psychologists to Provide Services Promoting Successful Inclusion with Severe Disabilities into Public

Project Director: STEPHENS, THOMAS

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF DAYTON
DAYTON, OH 45469
(614)785-1163

Purpose: In Ohio, the need to train school psychologists to serve students with severe disabilities has been documented as one of the highest ranked personnel training needs in related services. However, there has been no systematic preservice program at Ohio institutions of higher education to meet this specific need. This project will assist the University of Dayton in providing such training for Ohio s future school psychologists. Graduates will be able to assess students with severe disabilities and provide useful information for program development, as well as to consult with teachers of students with severe disabilities on instructional and service delivery techniques that have proven effective. Currently practicing general education teachers will be recruited as trainees. This strategy will increase the likelihood that trainees will be more credible when attempting to include students with severe disabilities in regular schools and programs. It will also reduce the need for training in curriculum design and school theory, which is often a time-consuming requirement for trainees in school psychology that is dictated by certification requirements. School psychologists will be prepared both in techniques of psychological related services which are normally part of the Ohio requirements, and also in four additional major skill areas: * Functional assessment techniques applicable to working with students who have severe disabilities; * Intervention with these students; * Transition planning for these students; and * Consultation on instructional techniques. Trainees will learn to conduct psychoeducational and psychological/behavioral assessments that are grounded in curriculum; to consult with members of transdisciplinary team; and to implement recommendations yielded by assessments. Emphasis will be placed on training school psychologists to consult with teachers so that educational, physical, and social inclusion and education in the least restrictive environment can most effectively be assured. Competencies in problem solving, collaboration, empowerment, and interdisciplinary teaming will be included. Experiential preparation will occur in field-based practica, and didactic training will occur in field-based seminars. The seminars will assist trainees in implementing training at local, hands-on sites. Thus, the trainees will receive intensive training through their course work, apply that training as a part of their program during field experiences, and receive feedback and instruction based on their field experiences through field-based seminars.

Grant Number: H029A60001

Rural Family Support Specialist Training

Project Director: Forest, Sue

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Montana
Rural Institute on Disabilities
52 Corbin Hall
Missoula, MT 59812
(406)243-5467

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A60003

Preparation of Special Education, Related Services & Early Intervention Personnel to Serve Children and Youth with Low-Incidence Disabilities

Project Director: Myles, Brenda

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Kansas
Department of Special Education
3001 Dole Building
Lawrence, KS 66045
(913)588-5955

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60005**

Training School Counselors and School Psychologists to Assist Students with Traumatic Brian Injury

Project Director: Clark, Elaine

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Utah
Educational Psychology
1471 Federal Way
Salt Lake City, UT 84102
(801)581-7968

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60006**

Training Personnel to Serve Low Incidence Disabilities

Project Director: Raschke, Donna

Beginning Date: Sep 30, 1996
Ending Date: Sep 29, 1999

University of Northern Iowa
Cedar Falls, IA 50614
(319)273-6061

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60008**

Modification and Expansion of the Existing Training Program: An MA in School Counseling Serving Students Who Are Deaf and Hard of Hearing

Project Director: Busby, Howard

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Gallaudet University
Counseling
800 Florida Avenue, NE
Washington, DC 20002
(202)651-5515

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60009**

Preparing Graduate Level Educators for Programs Serving Students with Low Incidence, Severe Disabilities

Project Director: Billingsley, Felix

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

University of Washington
Experimental Education Unit
P.O. Box 357925
Seattle, WA 98195
(206)543-4011

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60013**

Training Personnel for the Education of Individuals with Disabilities: Traumatic Brain Injury

Project Director: Gordon, Wayne

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Mount Sinai School of Medicine
Box 124th One Gustave Lev Place
New York, NY 10029
(212)241-7917

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60014**

Preparing Special Educators to Meet the Needs of Linguistically Diverse Students with Low-Incidence Disabilities

Project Director: Milian, M.

Beginning Date: Sep 1, 1996
Ending Date: Aug 30, 1999

University of Northern Colorado
McKee 318
Greeley, CO 80639
(970)351-1683

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60015**

Secondary Severe Disabilities and Transition Personnel Preparation

Project Director: Hughes, Carolyn

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Vanderbilt University
Peabody College
Kirkland Hall Room 512
Nashville, TN 37240
(615)322-8160

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60025**

Simmons College Special Education Training Program for Minority Teachers

Project Director: Fleming, Elizabeth

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 1999

Simmons College
Dept. Of Education & Human Services
300 The Fenway
Boston, MA 02115
(617)521-2558

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60030**

Preparation of Communication Specialists to Serve Young Children with Autism Spectrum Disorders

Project Director: Bess, Fred

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Vanderbilt University
School of Medicine
21st Ave. South
Nashville, TN 37232
(615)322-4099

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60034**

Specialist Training Program in Behavioral Approaches to the Education of Children with Autism Spectrum Disorders

Project Director: Theurer-Kaufman, Karin

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Rochester
P.O. Box 617
601 Elmwood Ave.
Rochester, NY 14641
(716)275-8300

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60040**

Program for Educators of Visually Disabled Children

Project Director: Kapperman, Gayle

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Northern Illinois State University
Dept. Of Educational Psychology
Education
DeKalb, IL 60115
(815)753-8453

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60042**

Training Personnel for the Education of Individuals with Disabilities Program: Low Incidence Vision Education

Project Director: Smith, Audrey

Beginning Date: Dec 1, 1996
Ending Date: Nov 30, 1999

Pennsylvania College of Optometry
Graduate Studies
1200 Wooderey Avenue
Philadelphia, PA 19141
(215)276-6276

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60044**

Southwestern Distance Education for Teachers of Students with Visual Impairments and Deaf-Blindness

Project Director: Erin, Jane

Beginning Date: Dec 30, 1996
Ending Date: Dec 31, 1999

University of Arizona
College of Education
Department of Special Education
Tucson, AZ 85721
(520)621-0945

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60052**

Educational Interpreter/Transliterator Training Partnership for Low-Incidence Disabilities - Deaf

Project Director: Shroyer, Edgar

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of North Carolina
Department of Communications
1000 Spring Garden Street
Greensboro, NC 27412
(910)334-5843

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A60053

Preparation of Personnel to Serve Learners with Disabilites

Project Director: Demario, Norma

Beginning Date: Nov 1, 1996
Ending Date: Oct 31, 1999

Illinois State University
Programs for Visually Handicapped
Normal, IL 61761
(309)438-5829

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A60055

Specialized Training for Communication, Language, and Literacy to Serve Children with Low Incidence Disabilities and Their Families

Project Director: Moore, Susan

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Colorado
Comm. Disorders and Speech Science
1511 University Campus Box 19
Boulder, CO 80309
(303)492-5375

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A60059

AAC Specialization for Teachers Serving Children with Low-Incidence Disabilities

Project Director: Goetz, Lori

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

San Francisco State University
San Francisco, CA 94132
(415)338-7694

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A60060

Training Personnel to Serve Low Incidence Disabilities

Project Director: Hatley, Josephine

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

University of Pittsburgh
Pittsburgh, PA 15260
(412)624-7400

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60064**

Teaching Educational Interpreting

Project Director: Johnson, Lelani

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Front Range Community College
Community and Workplace Development
3645 West 112th Ave.
Westminster, CO 80030
(303)404-5387

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60074**

Preparation of Early Intervention Specialists for Services to Children with Deafness and Hearing Loss and Their Families

Project Director: Toncar, Carol

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Kent State University
Special Education Services
RAGS 101 Auditorium Building
Kent, OH 44242
(330)672-2070

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60081**

New and Practicing Teachers of Children Who Are Deaf

Project Director: Rittenhouse, Robert

Beginning Date: Jan 1, 1997
Ending Date: Jan 1, 2000

University of Arkansas/Little Rock
Teacher Education
2801 South University Avenue
Little Rock, AR 72204
(501)569-8941

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60083**

Training Personnel to Serve Low Incidence Disabilities

Project Director: Baird, Samera

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Auburn University
Rehabilitation Special Education
1228 Haley Center
Auburn University, AL 36849
(334)844-5943

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60085**

Grants for Pre-Service Personnel Training: Training Early Interventionists in Low Incidence Disabilities

Project Director: Kaczmarek, Louise

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Pittsburgh
Pittsburgh, PA 15260
(412)624-7400

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60086**

MS/CBS: A Masters in Science Program to Develop 24 Comprehensive Behavior Specialists for the State of Utah

Project Director: McDonnell, John

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

University of Utah
Special Education
221 Hilton Bennion Hall
Salt Lake City, UT 84112
(801)581-3913

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60088**

Preparation of Assistive Technology Teams for Students with Low Incidence Disabilities

Project Director: Robinson, Codelia

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Colorado Health Sciences Center
Department of Pediat
4200 East 9th Avenue CB-C234
Denver, CO 80266
(303)270-7224

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60089**

Training Personnel to Serve Low Incidence Disabilities

Project Director: Luetke-Stahlman, Barbara

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Kansas Medical Center
Hearing and Speech
3901 Rainbow Boulevard
Kansas City, KS 66160
(913)588-5750

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60091**

Training Programs in Assistive Technology, Adapted Physical Education, and School-to-Work Transition for Special Education Personnel in Pacific Jurisdictions

Project Director: Pumpian, Jan

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

San Diego State University
5250 Companile Drive
San Diego, CA 92182
(619)594-2462

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60092**

Training Special Education Personnel to Teach Children and Youth with Autism and Serious Emotional Disturbances

Project Director: Simpson, Richard

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Auburn University
Rehabilitation Special Education
1228 Haley Center
Auburn University, AL 36849
(334)844-5943

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60094**

O & M Certification Program

Project Director: Bryan, William

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 1999

Stephen Austin State University
Dept. Of Counseling and Special Ed
P.O. Box 13019, SFA
Nagadoches, TX 75962
(409)468-1145

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: **H029A60099**

Training Physical Therapist Assistants to Provide Services in Educational Settings Using an Inquiry-Based Learning Approach

Project Director: Tada, Wendy

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Hawaii
2530 Dole Street Sakimaki
Honolulu, HI 96822
(808)956-5009

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master's, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A60101

Preparing Educational and Related Service Personnel to Work with Children and Youth with Low-Incidence Disabilities

Project Director: Guess, Doug

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913)864-4954

Purpose: This project is one of a group of projects that are funded to provide preservice preparation for special educators, early intervention personnel, and/or related services personnel to serve infants, toddlers, children, and youth with low-incidence disabilities. The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, or traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed. These projects can provide training at the associate, baccalaureate, master s, and/or specialist level in one or more low-incidence disabilities.

Grant Number: H029A70014

Preparation of Special Educators to Serve Children and Youth Who Are Deaf/Hard of Hearing with Additional Conditions

Project Director: Rose, Susan

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of Minnesota
Educational Psychology Department
178 Pillsbury Drive SE
Minneapolis, MN 55455
(612)624-6387

Purpose: This project incorporates five distinctive elements beyond the fundamental teacher preparation model in education for infants, children, and youth who are deaf or hard of hearing. These elements include: the case-study approach as a training tool, with specialized problem-solving strategies in the areas that compound access to education and information; service to targeted students provided by trainees in a variety of community-based and educational settings prior to student teaching; a Master Teacher mentor assigned to each trainee; specialized training in the use and adaptation of augmentative and alternative technology-based communication systems; and specialized training in the use and application of ecological assessments. A minimum of 30 trainees will participate in the program; at the end of the first year, a minimum of 10 graduate-level students will complete licensure requirements in the area of education for deaf/hard-of-hearing students and specialized training in other conditions.

Grant Number: **H029A70015**

The Preparation of Teacher/Consultants to Serve Individuals with Visual Disabilities

Project Director: Jackson, Richard M.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Boston College
School of Education
140 Commonwealth Avenue
Chestnut Hill, MA 02167-3813
(617)552-8429

Purpose: This project of Boston College intends to prepare 60 teacher/consultants to serve individuals with visual impairments. In each of the three cycles, 20 graduate students will complete a Master of Education program leading to Massachusetts standard certification as a Teacher of Students with Visual Impairments.

Method: The program consists of specialty and core courses, pre-practica attached to courses, and a semester of full-time clinical experience with a clinical semester. Graduates of the program will be prepared to assume a variety of roles in both rural and urban settings and with mixed minority and multicultural influences as itinerant teacher/consultants.

Grant Number: **H029A70019**

Preservice Program in Visual and Multiple Disabilities

Project Director: Corn, Anne

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Vanderbilt University
Peabody College
Kirkland Hall, Room 512
Nashville, TN 37240
(615)322-2249

Purpose: This project of Vanderbilt University's Program in Visual Disabilities (PVD) intends to train 30 master's level teachers of students with visual impairments (TVI) and 10 teachers of students with visual and multiple disabilities over the three years of the project; the latter group will receive certifications in both the TVI and Comprehensive areas of Special Education. This project will involve cooperation with state departments of education, local education agencies, and special schools for children with visual impairments.

Method: The project seeks to recruit a diverse student body from within Tennessee and throughout the southeast region; it will prepare educators with competencies related to learners with visual disabilities and with visual and multiple disabilities; and it intends to place at least 60 percent of its graduates throughout the Southeast. It will link its core curriculum areas—low vision and orientation and mobility—to consultation and preparation of new TVIs, and it will maintain a rigorous evaluation system for students, faculty, and the PVD preservice program. Practicum hours will be increased to comply with new Blind and Visually Impaired standards, which will allow the option for trainees to become teachers of students with visual impairments or teachers with competencies in visual and multiple disabilities.

Grant Number: H029A70025

Integrated Teacher Education in Visually Impaired and Orientation and Mobility, Incorporating an Innovative Use of Technology

Project Director: Alonso, Lou

Beginning Date: Aug 16, 1997
Ending Date: Aug 15, 2000

Michigan State University
Dept. of Cns. Ed. Psy. Spec. Ed.
331 Erickson Hall
East Lansing, MI 48824-1034
(517)355-1835

Purpose: The purpose of the project is to increase the supply of teachers of children with visual disabilities through a new baccalaureate integrated teacher education/special education preparation model, yielding 15 graduates per year, and to improve the quality of Michigan State University trainees with the addition of a new component in access technology to prepare them to instruct K-12 children with visual impairments on the use of technology for knowledge acquisition, communication, and networking. The project will also strengthen the orientation and mobility program by offering a new course for children and youth who are visually impaired and have additional disabilities. The training model balances academic courses, field-based instruction, and intern teaching.

Grant Number: H029A70027

Training School Psychologists in Assessment Intervention and Integration of Students with Low Incidence Disabilities

Project Director: Shapiro, Edward; Cole, Christine

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

Lehigh University College of Education
526 Brodhead Ave
Bethlehem, PA 18015-3046
(610)758-3258

Purpose: The purpose of this project is to train 30 school psychologists enrolled in a certification program in a specialization that emphasizes current knowledge, skills, and expertise in assessment, intervention, and integration of students with low incidence disabilities. Specifically, the project will focus on students with autism, severe mental retardation, and multiple disabilities, the types of students most likely to be encountered by school psychologists but an area in which they have historically received little training. The project will emphasize training psychologists to function in a liaison role to support and facilitate the integration of these students into general education settings and community-based activities.

Grant Number: **H029A70028**

Teacher Internship

Project Director: Warden, Kathleen

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Tennessee
College of Education
404 Andy Holt Tower
Knoxville, TN 37996-0140
(423)974-3466

Purpose: This project intends to meet the need for more teachers for deaf or hard-of-hearing students through a five-year teacher preparation program for students who may lack the financial resources to complete a longer-than-traditional program. In addition to regular training, this program requires a graduate-level professional internship year for completion. This internship will provide in-depth training and time to provide a written description of the students' action research project.

Grant Number: **H029A70030**

Transdisciplinary Training of Special Education and Related Services Personnel in Early Intervention

Project Director: Kahn, James

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

University of Illinois
ECRIP: Early Intervention Program
1640 W. Roosevelt Rd
Chicago, IL 60608
(312)413-1563

Purpose: The project intends to train preservice early interventionists to be leaders in transdisciplinary early intervention service provision for children with low-incidence disabilities, providing 45 graduate students from five disciplines with coursework and practicum experiences. A transdisciplinary advisory committee representing three practicum sites, the four academic departments (physical therapy, special education, social work, and audiology/speech-language pathology), the family members of children with disabilities, and the project administration will assist in designing course materials, recruiting faculty and families to teach in the courses, and selecting appropriate preservice students.

Grant Number: H029A70032

Dual Program in Special Education for Teaching Children Who Are Visually Impaired/Orientation and Mobility

Project Director: Whitten, Elizabeth; Wiener, William

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Western Michigan University
Blind Rehabilitation
Kalamazoo, MI 49008
(616)387-3456

Purpose: The project is a comprehensive regional program designed to graduate dually prepared personnel to meet the educational as well as orientation and mobility needs of students who are visually impaired. A major portion of this program incorporates a distance education format which will allow a broader reach throughout the region and surrounding states. The program consists of graduate level courses leading to certification in teaching of children who are visually impaired and in orientation and mobility. Three cohorts of 10 on-campus students and three cohorts of six distance education students should be served by this program. Western Michigan University intends to continue the program beyond the three-year grant period.

Grant Number: H029A70033

Preparation of School Social Workers for Work with Deaf and Hard of Hearing Children

Project Director: Arcari, M. Teresa

Beginning Date: Aug 15, 1997
Ending Date: Aug 14, 2000

Gallaudet University Dept. of Social Work
800 Florida Ave NE
Washington, DC 20023

Purpose: This is a three-year pilot project to prepare social workers to work with deaf and hard of hearing children in mainstream and specialized schools. It will recruit and prepare approximately 30 social work graduates to focus on deaf children. Course material on school social work will become a part of the curriculum for participating students and, through the efforts of the project, the number and capability of practicum sites in school settings will be expanded and strengthened; eventually, this previously unaddressed program area will be solidly established at Gallaudet.

Grant Number: H029A70034

Modification of an Existing Summers-Only Training Program in School Counseling: Emphasis on Mental Health Needs of Deaf, Hard of Hearing and Multiply Disabled Deaf Children in Educational Settings

Project Director: Zieziula, Frank

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Gallaudet University, Dept. of Counseling
800 Florida Ave NE
Washington, DC 20002-3695
(202)651-5515

Purpose: The purpose of this project is to better prepare entry-level school counselors to address the mental health needs of school-aged deaf, hard-of-hearing, and multiply disabled deaf children by incorporating specialized training into an existing school counseling and guidance M.A. degree program. The program will provide much of the specialized graduate-level training during the summer months to make use of educators/interpreters/residence staff. The project will train a minimum of 12 school counselors during the three-year grant period.

Grant Number: H029A70040

Preparation of Special Education Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children & Youth with Low-Incidence Disabilities: Graduate Training Program with an Emphasis in Asperger Syndrome

Project Director: Myles, Brenda

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 1998

University of Kansas
Department of Special Education
3001 Dole Bld
Lawrence, KS 66045
(913)588-5955

Purpose: This project will prepare teachers and other direct service professionals to educate children and youth with Asperger Syndrome in the state of Kansas, leading to licensure in the area of adaptive disabilities and an endorsement in Asperger Syndrome. The project will utilize resources at the University of Kansas and its medical center, including faculty from the Department of Special Education. Students will interact with interdisciplinary teams and leaders in the field of Asperger Syndrome; they will evaluate students with the syndrome, integrate their findings with other team members, interpret assessment results to teachers and parents, and provide on-site assistance for implementation of team recommendations. Fifteen full-time students seeking a graduate degree in special education (with an emphasis in Asperger Syndrome) will be supported annually.

Grant Number: **H029A70041**

Preparation of Personnel for Service to Low-Incidence Disability Populations

Project Director: Darrow-Engleman, Melissa A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

East Carolina University
Department of Special Education
235 Spei
Greenville, NC 27858-4353
(919)328-6400

Purpose: The project will improve upon an existing program to prepare individuals to serve students with low-incidence disabilities in the rural area of eastern North Carolina, where few of the targeted population of students actually receive services from personnel who are specifically trained to meet their needs. Over three years, the project will provide an add-on certification and/or master's degree training to 120 persons in low-incidence disabilities; it will provide supplementary training to add-on certification and/or master's degree students to assure depth of knowledge in several specific areas of low-incidence disabilities; and it will produce and disseminate a tutorial CD and training videotapes.

Grant Number: **H029A70050**

Training Teachers of Students with Severe Disabilities

Project Director: Lane, Gloria M.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Johns Hopkins University, Div. of Education
3400 Charles St.
Baltimore, MA 21218-2692
(410)516-8273

Purpose: This project is intended to meet the need for qualified special education instructors in Maryland who can provide instructional and behavioral supports for students with a combination of severe disabilities. The program will provide graduate training for 30 professionals who need full qualifications to teach students with severe disabilities. The curriculum consists of coursework and supervised practica that includes models with a demonstrated degree of success for children with a wide range of severe disabilities, including pervasive developmental disorders. The project emphasizes mentoring partnerships between trainees and veteran teachers and parent partnerships with families of the students with disabilities.

Grant Number: H029A70054

Preparing Speech-Language Pathologists and Early Childhood Providers to Serve the Needs of Children with Autism Spectrum Disorders in Rural Settings

Project Director: Prelock, Patricia

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Vermont
Communication Sciences
340 Waterman Buildi
Burlington, VT 05405
(802)656-3188

Purpose: This project will provide interdisciplinary preservice preparation for speech-language pathologists at the master's and specialist levels, and interdisciplinary preservice preparation for early childhood special educators at the specialist level to serve children with Autism Spectrum Disorders and their families in rural settings. It will also provide specialist training to related services personnel. A total of 48 specialists will be trained over the three years of the project. The major components of the program design will be: the development of four interdisciplinary training teams comprised of a second year master's degree student in speech-language pathology, a community speech-language pathologist, a community early-childhood special educator, and a related-services provider; the implementation of a competency-based training curriculum and of distance-learning technology using family-resource consultants as facilitators; the implementation of training across the state; and collaboration among university programs and state agencies.

Grant Number: H029A70055

Paraprofessional Teacher Training Project - A.A. Degree Program (Emphasis in Low Incidence Training)

Project Director: Baca, Leonard

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Colorado School of Education
Campus Box 19
Boulder, CO 80309-0019
(303)492-5416

Purpose: The goal of the project is to build the capacity for Aims Community College to operate a training program in bilingual special education with an emphasis in low incidence disabilities and to provide needed training to paraprofessionals in districts that lack such special education personnel. The result of this project will be an established Associate of Arts degree program in bilingual special education at Aims Community College with an emphasis in low incidence disabilities and a cadre of well-trained bilingual paraprofessionals who possess skills to work with students with low incidence disabilities and their families.

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Grant Number: **H029A70066**

Preparation of Personnel to Serve Infants and Toddlers with Low Incidence Disabilities and Their Families

Project Director: Beckman, Paula J.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Maryland
Rm 2100 Lee Building
College Park, MD 20742-5141
(301)405-6492

Purpose: This project will prepare master's level students to serve infants and toddlers in the state of Maryland with low incidence and multiple disabilities. The program will be open to master's students in special education who wish to specialize in the area of young children with multiple disabilities and those seeking degrees in disciplines other than special education who wish to receive training and experience in this area. The program stresses an interdisciplinary approach: students work in a variety of settings with professionals currently serving infants and toddlers with low incidence disabilities, and with the families of these children, interacting in different service-delivery and community settings. Approximately 12-15 students per year are expected to participate in the training program.

Grant Number: **H029A70073**

Preparation of Special Physical Educators as Direct Service Providers and Consultants for LREs Serving Students with Low-Incidence Disabilities

Project Director: French, Ron

Beginning Date: Sep 1, 1997
Ending Date: Sep 1, 1999

Texas Woman's University
Dept. of Kinesiology
PO Box 425647
Denton, TX 76204-5647
(817)898-2582

Purpose: This project will prepare master's-level special physical educators who have completed a four-year degree in physical education and hold a valid teaching certificate in the area of adapted physical education. The training will provide direct teaching services as well as consultant services to teachers and others providing physical education services to children and youth with low-incidence disabilities. It will involve two new courses in special education, internships in different environments (e.g., inclusionary, motor labs, peer tutoring) in the Dallas-Fort Worth area, weekly seminars and practica, and new competencies within the curricula of all master's level courses for special physical educators. Each year, 12 interns will be prepared, and 10 to 12 additional students will benefit from the new component by taking some of the new or modified classes and practica.

Grant Number: **H029A70074**

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists in Vision and Hearing

Project Director: Robins, Kathleen

Beginning Date: Jul 1, 1997
Ending Date: Jul 31, 2000

University of Utah, Dept. of Special Education
221 MBH
Salt Lake City, UT 84112
(801)581-6082

Purpose: The project intends to build upon existing programs in early childhood special education and training in sensory impairments across two universities to prepare interventionists to serve children birth through five years who have vision and hearing impairments throughout the state of Utah. At least 18 students per year will be enrolled. The two existing programs are the only approved programs in early childhood and sensory impairments with this established distance education capacity, which will allow the project to deliver the program to both urban and rural areas of Utah and surrounding states. Students will be supported by stipends and tuition waivers, and graduates of the program will be qualified to fill many roles in serving children with sensory impairments, including as early interventionists in home and center-based programs, as consultants to early intervention programs, as preschool teachers in categorical and integrated programs, and as consultants in integrated programs. Graduates will be certified in early childhood special education with an endorsement in hearing or visual impairments and a credential in early intervention through the Utah Department of Health. Consortium and state agencies have committed to identifying ways to continue the program beyond project funding.

Grant Number: **H029A70075**

Preparation of Personnel in Secondary Special Education and Transition Service Delivery for Youth with Low Incidence (Severe) Disabilities

Project Director: Moon, M. Sherril

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Maryland
Research Admin and Advancement
Rm 2100 Lee Building
College Park, MD 20742-5141
(301)405-6491

Purpose: The project will provide training and certification for secondary special education teachers in classroom and transition-related instruction of secondary students with low incidence or severe disabilities. Graduate-level coursework and extensive field experience will focus on performance-based assessment techniques that allow trainees to: establish and implement individual transition plans for individuals with multiple disabilities at the secondary level that encompass a range of postsecondary outcomes; develop other assessment techniques related to transition programming; develop and monitor work-based sites for individuals with severe disabilities; apply instructional and assistive technology across related domains; develop and implement social-skills and self-determination programs at various sites; design support systems related to independent living; support families of individuals with severe disabilities; develop cooperative relationships with employers, service agency personnel, and consumer advocacy networks; and provide advocacy and instructional techniques that facilitate inclusion of students with low-incidence disabilities in academic, vocational, and community settings.

Grant Number: **H029A70076**

Graduate Interdisciplinary Preparation of Special Education Personnel to Serve Children and Youth with Autism

Project Director: Wetherby, Amy

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Florida State University
Dept. of Communication Disorders
109 Herb Morgan Drive
Tallahassee, FL 32306-3067
(904)644-8456

Purpose: This project represents a statewide collaborative effort between the Departments of Communication Disorders and Special Education at Florida State University and the five Centers for Autism and Related Disabilities (CARD) in Florida to support: preservice training of special education teachers and speech-language pathologists with a specialization in the area of autism, 12 full-time students seeking master's degrees, and 60 educators currently working with children with autism who are seeking an endorsement in profoundly handicapped-autism.

Method: The project model is competency based, reflecting the values of the CARD and derived from the most current educational practices to meet the requirements for the profoundly handicapped endorsement. Additionally, master's candidates will meet departmental requirements in special education or speech-language pathology. Trainees in the two disciplines will take coursework together and both will participate in practica, which will enhance the training of interdisciplinary teams as well as the collaborative nature of this project.

Grant Number: **H029A70092**

Alternative Endorsement Special Education Teacher II: Severe Needs Project

Project Director: Sands, Deanna

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Colorado -Denver
PO Box 173664 - Campus Box 123
Denver, CO 80217-3664
(303)556-8449

Purpose: This project will prepare 48 special education teachers to address key issues such as the shortage of well-trained personnel prepared to provide special education services to youth with low-incidence disabilities; the need for field-based internship programs that provide opportunities for supervised experiences in developing, implementing, and evaluating special education services; the need for special education personnel to participate collaboratively in urban secondary settings; and the need to involve individuals with disabilities and their families and community service providers in the preparation of teachers. Internships will be located in four urban high schools currently involved in federally funded research and model demonstration projects with regard to inclusion, standards-based education, and transition services. At the end of three years, a total of 48 special education teachers will have been trained at the graduate level, and the university and school districts will have a skilled cadre of school, consumer, family, and community service supports to continue the project goals.

Grant Number: **H029A70099**

Improving Quality of Instruction for Students At Risk or Identified with Disabilities by Training School Psychologists in Instructional Consultation

Project Director: Kaminski, Ruth; Shinn, Mark R.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Oregon, School Psychology Program
5219 University of
Eugene, OR 97403-5219
(541)346-2144

Purpose: The project seeks to improve the ongoing training program at the University of Oregon for masters-level school psychologists in early intervention. The program will expand the interdisciplinary focus through coursework and practicums and add competencies in the following areas: family-guided service delivery, interdisciplinary/agency collaboration, transition planning, and case management. The range of ages served by graduates will be expanded to include birth to eight years of age. School psychologists will be trained within a problem-solving model to conduct functional and ecologically valid assessments of infants and young children with special needs and their families; to design, implement, and evaluate early intervention programs that meet family and child needs and enhance child development; to design and implement transition plans from preschool to elementary program and increase the likelihood of success; to conduct applied research to enhance educational services; and to provide training to improve existing services where the need is greatest. Students will receive competency-based training in assessment, interdisciplinary and interagency collaboration, family involvement, case management, intervention, evaluation, research, and training. In addition to coursework in early intervention and school psychology, students will complete a series of practicum experiences and internships in relevant areas; they will engage in extensive supervisory and teaching experiences to master skills; and they will complete research training to advance the knowledge base in early childhood school psychology.

Grant Number: **H029A70100**

Full-Spectrum Multidisciplinary Preservice Training in Adapted Physical Education with Emphasis on Low-Incidence Disabilities

Project Director: Porretta, David

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Ohio State University Research Foundation
1960 Kenny Road
Columbus, OH 43210-1063
(614)292-3110

Purpose: This project focuses on multidisciplinary preservice training in adapted physical education (APE) with special emphasis on low-incidence disabilities. Trainees will select one of three credentialing programs: undergraduate, graduate, or non-degree state-approved certification. The project's approach places emphasis on collaboration between APE and general teacher education programs, and it consists of an APE/general teacher education core, a multidisciplinary core, and a practicum core which emphasizes inclusive settings.

Grant Number: **H029A70104**

Autism Training Initiative for Frontier Areas

Project Director: Zahn, Gail

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Wyoming WIND UAP
PO Box 4298
Laramie, WY 82071-4298
(307)766-2786

Purpose: The Wyoming Institute for Disabilities proposes a three-year project to provide a program of study to certify 30 professionals to work with children with autism. The project will assist rural school district personnel in providing more effective services for students with autism in neighborhood schools and communities. The ultimate goal is to facilitate a system of personnel development and statewide certification in teaching of children with autism, based on identified standards. The project has three components: trainee recruitment activities, preservice graduate level instruction, and practicum experience, and will be a collaborative effort among the University of Wyoming, the Wyoming Department of Education, national experts in autism, and the Wyoming Professional Teaching Standards Board. The targeted professionals will come from trainees currently working with children with autism in Wyoming public and Bureau of Indian Affairs schools.

Grant Number: **H029A70107**

Preparing Teachers to Assure Quality Educational Outcomes for Students with Moderate to Severe Disabilities in the Appalachian Region of Kentucky

Project Director: Knoll, James

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2000

Morehead State University
Education & Behavioral Sciences
901 Ginger Hall
Morehead, KY 40351-1689
(606)783-2853

Purpose: The project intends to increase the number of qualified teachers certified in moderate to severe disabilities in eastern Kentucky and to enhance the quality of education in the region. Teachers who will receive advanced gradate training to become certified in the area of moderate to severe disabilities include up to 45 new teachers, 24 current teachers with an endorsement in this area, and up to 90 educational personnel currently working in this area. Students will be prepared to work in an interdisciplinary environment, to collaborate with families and colleagues, to support inclusion in all aspects of school life, and to develop functional individualized education programs for the children whom they will be serving.

Grant Number: **H029A70113**

Western Regional Graduate Program in Blindness and Visual Impairment

Project Director: Ferrell, Kay A.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Northern Colorado
Division of Special Education
Greeley, CO 80639
(970)351-1653

Purpose: This project intends to facilitate the services of the Vision Program of the University of Northern Colorado to the western states of Alaska, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Current courses would be offered to all of these states via electronic mail, compressed video, and other formats.

Method: The project intends to provide faculty support to convert course offerings to various distance-education media and it intends to support the increasing number of students, ranging from 8 graduates the first year to some 65 by the third year. The project intends to convert its courses to formats that will continue to meet the needs of the western region after the grant period, since the distance formats will allow continued enrollment by qualified individuals in any of the western states.

Grant Number: **H029A70115**

Preparation of ECSE Personnel in South Carolina

Project Director: Brown, William H.; Boutte, Gloria

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of South Carolina
College of Education
Education Psycho
Columbia, SC 29208
(803)777-6582

Purpose: This project addresses the critical shortage of well-trained professionals in early childhood special education for children with low-incidence disabilities in inclusive preschool programs. Forty-four graduate students will be trained across the three years of the program, which employs a Professional Development School (PDS) model in local schools with inclusive classrooms. Coursework will be linked to field-based practicum experiences and collaborative student teams composed of early childhood/elementary educators, and special educators will work with the faculty supervisors, preschool teachers, and related service personnel at the practicum sites for opportunities to apply emerging professional knowledge. Through the project, two high-quality PDS sites for training recommended practices in early childhood special education will be established, and a cadre of professionals who can implement these practices will be trained in early childhood special education for young children with low-incidence disabilities in inclusive preschool programs.

Grant Number: **H029A70116**

The Teacher III Assistive Technology Preservice Training Project

Project Director: Goetz, Jami

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Colorado
Dept. of Education
P.O. Box 173664
Denver, CO 80217-3664
(303)556-3669

Purpose: The purpose of this project is to implement a master's degree program which will result in special education licensure with an emphasis in assistive technology. It intends to recruit and train 24 master's students over three years as special education/assistive technology specialists. It will provide state-of-the-art applied experiences in assistive technology related to current disability issues in local and state educational agencies. It will evaluate and institutionalize the Master's in Assistive Technology Program in the University of Colorado School of Education and disseminate the curriculum to other special education programs and selected professional groups.

Method: The project has three main components for providing preservice instruction in assistive technology: the first, credit hour modules, can be offered in conjunction with regular courses required to receive a special education teacher endorsement or as stand-alone courses for teachers returning for certification or to increase their skills; the second component is field experience; and the third is the establishment of linkages between the graduate students and families with children who have the need to use assistive technology.

Grant Number: H029A70118

Preparation of Personnel to Serve Children with Low Incidence Disabilities in Rhode Island

Project Director: Antosh, Anthony A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

Rhode Island College
University Affiliated Program
600 Mt Pleasant
Providence, RI 02908
(401)456-8072

Purpose: The project will support the preparation of several new personnel in special education programs concentrating in severe disabilities and early intervention, speech-language pathology and physical therapy, and teacher assistant and physical therapy assistant programs. The project will collaborate with faculty in these programs to develop instructional modules in specialized content areas and to determine effective ways of infusing this content into core trainings. The project will also implement its activities in an interdisciplinary manner to develop interconnectedness among these programs.

Grant Number: H029A70124

Low Incidence Pediatric T.B.I. Training Grant

Project Director: Graham, Linda

Beginning Date: Aug 15, 1997
Ending Date: Aug 15, 1999

University of Central Arkansas
Dept of Speech Pathology
201 South
Conway, AR 72035-0001
(501)450-3176

Purpose: This project will expand and modify the curriculum at the University of Central Arkansas Master of Science Program in Speech-Language Pathology and add new practicum opportunities to emphasize knowledge and skills in pediatric traumatic brain injury (TBI) assessment and intervention. The project will target service delivery to pediatric TBI patients in schools, rehabilitation facilities, hospitals, and home health services, with an emphasis on school, community, and vocational entry. Liaisons with state agencies and health programs on campus will enable on-site visits, practicum sites, and exposure to interdisciplinary and transdisciplinary approaches to programming for children and adolescents with TBI. In addition, speech-language pathologists and teachers currently serving students with TBI will benefit through training and inservice opportunities. Five graduate students per year over the three years of the grant will receive stipends and payment of tuition and fees for graduate study in speech-language pathology.

Grant Number: **H029A70125**

Inclusive Secondary Special Education Preparation Project

Project Director: French, Nancy

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Colorado -Denver
PO Box 173364 Campus Box 123
Denver, CO 80217-3364
(303)556-6289

Purpose: This project will provide initial preparation to paraeducators who serve students with low-incidence disabilities; it will facilitate collaboration among groups to meet the challenges of paraeducator employment, career development, and training; it will enhance local capacity to supervise and train inservice paraeducators for children with low-incidence disabilities; and it will facilitate paraeducator career pathways into professions in special education through articulated training programs.

Grant Number: **H029A70127**

Great Plains Deaf Education/Deaf-Blind Project

Project Director: Hayes, Lynn

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Kansas Medical Center
Hearing and Speech Department
3901 Rainbow Blvd.
Kansas City, KS 66160-7605
(913)588-5750

Purpose: The purpose of this new three-year project is to train at the preservice level 30 teachers of students who are deaf/hard of hearing; to provide advanced graduate course work in deaf-blind education at the preservice level to 75 students majoring in deaf education, severe and multiple disabilities, or related fields; and to provide advanced course work in deaf-blind education at the preservice/inservice level to 150 participants in general education and special education.

Method: Preservice graduate students will be supported who have elected to study in one of five areas of emphasis in Deaf Education, from early childhood through secondary. Students majoring in Deaf Education or Severe and Multiple Disabilities will be supported if they elect to take advanced course work in deaf-blind education. Graduate level seminars will be offered in deaf-blind education each summer to students and teachers in general education and special education. Training will take advantage of new technologies.

Grant Number: **H029A70131**

Preparing Teachers of Students who are Deaf or Hard of Hearing with Additional Disabilities: A Competency-Based and Field-Based Training Project

Project Director: Luckner, John L.

Beginning Date: Aug 1, 1997
Ending Date: Aug 31, 2000

University of Northern Colorado
Special Education
Greeley, CO 80639
(970)351-1672

Purpose: This project addresses the need to train teachers of students who are deaf or hard of hearing and have additional disabilities. It will provide financial support for 30 trainees from the western United States pursuing a graduate degree in deaf education at the University of Northern Colorado (UNC); it will introduce a new course addressing assessment and instructional needs of students who are deaf or hard of hearing and who have additional disabilities; it will provide a required practicum for trainees working with these students; and it will target its recruitment efforts to attract trainees who are deaf, hard of hearing, disabled, or from racial or ethnic minority groups. Through its dissemination efforts, the project hopes to integrate its content into UNC's preparation program for teachers of students who are deaf or hard of hearing, thus ensuring its continued success in attracting students and maintaining its goals.

Grant Number: **H029A70132**

Interdisciplinary Preparation of Therapeutic Recreation Special Education and Psychology Students to Work with Individuals with Autism in School and Community-Based Settings

Project Director: Henderson, Karla

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 1999

University of North Carolina - Chapel Hill
Leisure Studies Recreat
Rm 300 Bynum Hall CB 4100
Chapel Hill, NC 27599-4100
(919)962-1222

Purpose: This project proposes an interdisciplinary effort to prepare personnel to meet the need for special education and therapeutic recreation services for students with autism. The objectives of the project are: to develop an interdisciplinary pre-service course and practicum experience to prepare graduate students in therapeutic recreation, special education, and psychology to work with students with autism in school- and community-based settings in the area of play, recreation, and social skills and to train 32 master's level students in this program; to develop and implement an interdisciplinary project to assess the effectiveness of these interventions for students with autism; to develop guidelines for therapeutic recreation as a related service; and to develop appropriate placement strategies and track job opportunities for graduates in the delivery of school- and community-based services to students with autism.

Grant Number: **H029A70137**

An Augmentative and Alternative Communication Program in Literacy and Multiculturalism

Project Director: Harris, Ovetta L. H.

Beginning Date: 1997
Ending Date: 2000

Howard University, Communication Sciences
525 Bryant St NW
Washington, DC 20054
(202)806-6973

Purpose: This project will prepare speech-language pathologists for comprehensive service delivery and program development to provide quality services for culturally diverse nonspeaking children who use augmentative and alternative communication (AAC) and who are developing literacy skills. Although trainees will receive preparation for the full spectrum of AAC services, emphasis will be on literacy acquisition and development of culturally diverse clients. Eighteen students will receive the specialized training over a period of four years through AAC practicums and course work.

Grant Number: **H029A70139**

Collaborative Practicum in Best Practices: A Distance Education Model to Train Rural Educators for Severe/Multiple Disabilities

Project Director: Wienke, Wilfred D.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

West Virginia University Research Corporation
PO Box 6845
Morgantown, WV 26506-6845
(304)293-3450

Purpose: This project will incorporate an innovative best practices model using collaborative supervision teams at rural schools into a graduate certification/degree program at West Virginia University in the area of severe/multiple disabilities. Up to 40 educators over the three years of the project will complete the program with full qualifications for special education positions serving students in the region. The project will modify an existing distance learning program to provide training across remote rural areas, incorporate multimedia modules on best practices, and operate a telecommunication network for students and practitioners.

Grant Number: **H029A70142**

Project ENHANCE

Project Director: Mandell, Colleen

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

Bowling Green State University
Dept. of Special Education 451 Education Building
Bowling Green, KY 43403-0255
(419)372-7293

Purpose: The project is designed to meet the needs of professionals who work with infants, toddlers, and young children with low-incidence disabilities. Special education certification is being redesigned to embody a consultative model facilitating inclusion and to provide the specialized knowledge and skills needed for working with this population. The project will recruit 20 graduate-level students in an intensive two-year master's degree program and train 10 other inservice educators to augment their ability to serve these children. Students will be paired with practicing professionals currently serving this population. The project will actively develop practicum placements to allow future students to have similar experiences after the expiration of federal funding. Dissemination of training will include a teleconference and eight training videotapes.

Grant Number: **H029A70144**

Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Students with Severe Behavioral Disorders

Project Director: Askvig, Brent

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

Minot State University
Center for Persons with Disabilities
500 University Ave. West
Minot, ND 58707-0002
(701)858-3580

Purpose: The project will develop and deliver a comprehensive curriculum for certifying instructors in severe behavioral disorders (SBD) in the rural areas of North Dakota. Eight students per year will be trained in an interdisciplinary program of courses to meet certification guidelines for SBD in North Dakota. Peer coaching will facilitate instruction, and mentors from community service systems will work with trainees throughout their programs of study, helping to establish contacts in the local service system networks. The project will use an interactive communication system for all participants to maintain links.

Grant Number: **H029A70145**

Partnerships for Diversity

Project Director: McGregor, Gail; Vogelsberg, R. Timm

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Montana
52 Corbin
Missoula, MT 59812
(406)243-5467

Purpose: This new project intends to meet the need for special educators in Montana for students with severe disabilities. It will create the first comprehensive preservice training program in low incidence disabilities in Montana, offering statewide education via interactive video and leading to a master's degree in severe disabilities. Efforts will be undertaken to provide information about students with severe disabilities in other courses across universities, to increase awareness among future general and special educators as well as related services personnel about strategies to effectively teach and include students in general education classes. Project activities are focused around five goals: (1) developing and maintaining a capacity in severe disabilities in Montana; (2) collaboration across teacher training programs in Montana; (3) university-school partnerships as a means of developing skills and improving services; (4) information dissemination within and outside of Montana; and (5) evaluation of teacher competencies and project outcomes. Over the three years of the project, 75 students are expected to complete the program supported by grant funds, and an additional 75 students will take one or more courses at their own expense for continuing education credits or inservice training units.

Grant Number: **H029A70152**

A Collaborative, Transdisciplinary Assistive Technology Training Program

Project Director: Schuman, Joan

Beginning Date: Jun 1, 1997
Ending Date: May 31, 2000

Hampshire Educational Collaborative
30 Industrial Drive East
Northampton, MA 01060-2327
(413)586-4900

Purpose: The Hampshire Educational Collaborative, in partnership with the University of Connecticut, proposes a transdisciplinary training project in assistive technology for preservice students, professionals, and paraprofessionals across western New England, intending to train a minimum of 60 to 100 participants each year in assistive technology. On-site preservice training at various locations will be given to undergraduate and graduate students in occupational and physical therapy and in speech-language pathology. Workshops for professionals and paraprofessionals will be offered and a certification/recertification program for specialists and master's degree candidates will also be offered.

Grant Number: H029A70162

Wisconsin Early Intervention Low-Incidence Preservice Project

Project Director: Jesien, George

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Wisconsin Waisman Center
750 University Ave
Madison, WI 53706-1490
(608)263-7710

Purpose: The purpose of the project is to address the need in Wisconsin and surrounding areas for qualified and appropriately trained personnel to provide services for very young children with low-incidence disabilities and their families. It will develop an interdisciplinary preservice program for students from nursing, education (general and special), occupational therapy, physical therapy, educational psychology, speech and language pathology, and audiology. The project will include a best-practices design for training and curriculum, parent involvement at all levels, interdisciplinary teaming, and an early intervention program promoting high expectations for outcomes and inclusion. Various departments and programs within the University of Wisconsin-Madison and community-based programs outside the university will collaborate to meet the project's goals. The project will emphasize assistive, medical, and emerging-information technologies and an ecological model of training, which incorporates the multiple contexts and teams in which trainees will participate. The collaborative effort of the project will help to assure that the training and materials have a life beyond the three years of the grant.

Grant Number: H029A70167

Utah Project for Low Incidence Faculty and Teachers (UPLIFT): A Consortium of Intermountain State Universities to Provide Teacher Training in the Area of Severe Disabilities

Project Director: Kiefer-O'Donnell, Richard

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Utah
Dept. of Special Education
221 Milton Bennion Hall
Salt Lake City, UT 84112
(801)581-3080

Purpose: The project represents a collaborative effort by the Departments of Special Education at the University of Utah and Utah State University as well as other universities in the intermountain area to prepare qualified teachers of students with low-incidence disabilities via distance education technology. Through video conferencing technology and educational software, comprehensive teacher training courses will be broadcast to up to six universities and school districts in the area, which should help ameliorate the teacher shortage in the intermountain area.

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Grant Number: **H029A70170**

Proposal for Program to Increase Number of Multiculturally Competent Teachers for Deaf and Hard of Hearing Youth

Project Director: Gustason, Gerilee

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

San Jose State University Foundation
One Washington Square
San Jose, CA 95192-0139
(408)924-1427

Purpose: The project intends to counteract the shortage of teachers of deaf or hard-of-hearing (D/HH) youth in California, particularly where the shortage is greatest, among teachers who reflect the ethnic diversity of the students. The project would provide stipends for 10 students with its recruitment efforts targeting ethnic and cultural minority students, especially those of Latino background. It would also develop case studies on D/HH students from a variety of cultural backgrounds in collaboration with northern California programs for these students, and it would use these studies as the basis for videotaped seminars with special educators experienced with these cultures, sharing them with other teacher preparation programs in the state to help develop an understanding of these backgrounds in persons outside of those cultures.

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Competition 84.029B: Preparation of Personnel for Careers in Special Education

Grant Number: **H029B40014**

Behavioral Interventionist to Facilitate the Full Inclusion of Students with Emotional/Behavioral Disorder in Regular Education Environments

Project Director: BULLOCK, LYNDAL

Beginning Date: Dec 1, 1994
Ending Date: Nov 30, 1999

UNIVERSITY OF NORTH TEXAS
PROGRAMS IN SPECIAL ED
PO BOX 50599
DENTON, TX 76206-0599
(940)565-3583

Purpose: This project will develop a new component of the Special Education Program at the University of North Texas, with a focus on preparation of personnel who are competent to serve as behavioral interventionists. The perceived role of these personnel will be: * To work with regular classroom teachers in the implementation of services to students with emotional/behavioral disorders within more inclusive environments; and * To work with individuals and small groups of students with emotional/behavioral disorders for the purpose of understanding more about their problems, determining methods of intervention, and determining reinforcement priorities that are effective and which may be implemented in the regular classroom. There will be five full-time and ten part-time post baccalaureate students selected for the program each year of the five-year project. Students selected will be experienced teachers in either general or special education. Special education teachers who have the Texas Generic Special Education endorsement will be eligible for a teaching credential in Seriously Emotionally Disturbed after completion of the program. General education teachers will take sufficient courses to be eligible for both the Generic and Seriously Emotionally Disturbed credentials. Training will be heavily field based.

Grant Number: **H029B40015**

Teaching African-American Inner-City Children with Serious Emotional Disturbance: the Rose School Immersion Project

Project Director: BELKNAP, NANCY

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

GEORGE WASHINGTON UNIVERSITY
2121 I ST., NW 6TH FL
WASHINGTON, DC 20052
(202)994-1535

Purpose: This project will use federal funds to support 40 trainees over a five-year period in a one-year master's preservice, field-based, total immersion, 36-hour master's degree program. Eight trainees will graduate each year. Trainees will spend one full school year immersed in the life of the Rose School, which is a citywide public school in the District of Columbia that serves seriously emotionally disturbed students. It is the last placement option before residential placement, and the least restrictive environment for seriously conflicted children. Trainees will teach, act as interdisciplinary team members, and take part in all aspects of the operation. University professors will offer on-site clinical supervision. The project also initiates distinct new directions, as follows: * The need to refine existing competencies and to develop new competencies to meet the needs of seriously emotionally disturbed students as a result of the changing nature of this population. * Toward this end, program competencies have been refined and two new courses have been added: (a) The Changing Behaviors of Students with Psychiatric Disorders: A Sociological, Psychiatric, and Special Education Perspective, to be jointly taught by the Departments of Sociology, Psychiatry, and Special Education; and Teaching African American Inner City Children with Serious Emotional Disturbance. Seven areas of professional knowledge have been identified; from this knowledge base, 96 specific training competencies have been explicated. * The use of a weekly seminar providing personal and professional support to combat stress and burnout of teachers of seriously emotionally disturbed students. * The collaboration of university staff with the JOURNAL OF EMOTIONAL AND BEHAVIORAL PROBLEMS in which a running letter to the field will appear.

Grant Number: H029B40026

To Recruit and Educate 24 Speech-Language Pathologists over a Four-Year Period Who Are Committed to Working in Rural School Settings

Project Director: RUSCELLO, DENNIS

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

WEST VIRGINIA UNIVERSITY
DEPT SPEECH & AUDIOLOGY
617 NORTH SPRUCE ST - BOX 6845
MORGANTOWN, WV 26506
(304)293-4241

Purpose: This project will recruit and educate 24 speech-language pathologists over a four-year period, who are committed to working in rural school settings. Six students per year will be selected. Students will complete the graduate speech-language pathology curriculum, thus ensuring that they meet both national and state certification requirements. In addition, they will receive specialized educational/clinical experiences to prepare them for practice in rural schools. The specialized experiences will consist of a semester placement with a practicing mentor, wherein they will be exposed to and participate in the administration of an individual speech and language pathology program. Students will also conduct a technology project in cooperation with their mentor. In addition, a professional development seminar will be taught primarily by the West Virginia Department of Education Consultant in Speech, Language and Hearing and by rural school practitioners. This will be followed by an exclusive final semester placement in a rural school system where the student will work under the supervision of a certified speech-language pathologists mentor. As a supplement to the educational/clinical experiences, the program will schedule additional practicum experiences that have been determined as important to practice through the university's assessments. These will include: experiences with infants and toddlers diagnosed has having developmental delays; experiences with infants, toddlers, and children with craniofacial anomalies; and exposure to the utilization of augmentative/alternative communication systems with non-speaking persons. With these special populations, trainees will work in the context of multidisciplinary teams to provide diagnosis and treatment services.

Grant Number: **H029B40037**

Professional Preparation in Adapted Physical Education: Early Childhood Emphasis Competitive Priority: Promotion of Full Qualification

Project Director: WINNICK, JOSEPH

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

SUNY
DEPT PHYSICAL EDUCATION & SPORT
BROCKPORT, NY 14420
(716)395-2383

Purpose: In addition to preparing personnel in adapted physical education at the master's level, this project will implement a new emphasis to prepare adapted physical educators to provide service to infants, toddlers, and preschoolers with disabilities. A new emphasis entitled "Early Childhood Adapted Physical Education" will be further developed and implemented in connection with the existing adapted physical education program. Consistent with federal legislation, New York State requires school districts to provide adapted physical education for students with disabilities who require such services. Although it does not have a specific teaching certification in adapted physical education, the state does require that adapted physical education be taught by certified physical education teachers. Because there is no certification in adapted physical education, it is possible for an individual in New York State to teach adapted physical education with a bachelor's degree and provisional certification in physical education. The result is that many teachers teach adapted physical education based on a preparation which usually includes, at best, one course related to adapted physical education. This course does not sufficiently prepare teachers to provide adapted physical education services for infants, toddlers, or preschoolers. Teachers pursuing a master's degree program in which they receive a concentration in adapted physical education become much better prepared to provide adapted physical education services, but those programs have traditionally not been designed to prepare physical educators to work with infants, toddlers, or preschoolers with disabilities. There are few opportunities in New York State where teachers may become prepared to provide adapted physical education services to infants, toddlers, and preschoolers with disabilities, and none in western New York. This project will enable those with a bachelor's degree in physical education and provisional teaching in physical education to become fully qualified to provide adapted physical education services to meet the requirements of the Individuals with Disabilities Education Act. Graduates will earn a master's degree in education (physical education), a concentration in adapted physical education, and an emphasis in early childhood adapted physical education. They will be able to meet state requirements for permanent teaching certification in physical education, and will have the competencies required to teach adapted physical education, in particular the competencies necessary to provide services to children with disabilities aged birth to 5.

Grant Number: **H029B40039**

Master's Program in Urban Secondary & Transition Special Education

Project Director: NEUBERT, DEBRA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

UNIVERSITY OF MARYLAND
LEE BLDG., RM 2100
COLLEGE PARK, MD 20742
(301)405-6466

Purpose: This project responds to the need for training certified and highly qualified secondary special education teachers in Baltimore City who can provide a range of academic, vocational and transition services to minority students with disabilities in an urban setting. The project includes recruitment and retention strategies to attract minority applicants from Baltimore City. Federal funds will be used to provide support to graduate trainees in terms of tuition remission, book stipends, travel monies, and tutoring expenses, and to support staff who will supervise practica, develop materials, teach coursework, and evaluate the program. The goal of the project is to prepare personnel who: * Can develop, implement, and evaluate instructional strategies for secondary students with disabilities; * Can design and implement strategies for dropout prevention in an urban setting; * Can establish and implement transition goals on IEPs for secondary students with disabilities; * Are competent in developing, conducting, and interpreting the results of assessment techniques related to academic and transition programming; * Can locate, develop, and monitor work experiences for individuals with disabilities; * Are competent in developing social skills training programs and natural support systems related to academic and employment settings; * Are competent in promoting and teaching self-determination skills to secondary youth; * Are capable of taking into account socioeconomic and cultural issues in the restructuring of education programs for students and families in an urban community; * Can collaborate effectively with students, families, employers, postsecondary education programs, families, employers, postsecondary education programs, adult service agency personnel and consumer advocacy networks to improve services for minority youth; * Are capable of critically evaluating and applying the experimental literature on secondary and transition practices and models; * Are effective advocates for individuals with disabilities at the secondary and postsecondary levels.

Grant Number: **H029B40052**

Migrant Special Education Training Program: Preparing Special Educators to Work with Migrant Students with Disabilities

Project Director: SALEND, SPENCER

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

SUNY
SPECIAL EDUCATION UNIT
75 SOUTH MANHEIM BLVD - HAB 80
NEW PALTZ, NY 12561
(914)257-2843

Purpose: Despite data showing that migrant students are performing significantly below their non-migrant peers on most measures of academic success, migrant students are under-identified and underserved in special education programs. Further, an extensive review of the literature revealed that no teacher training institution other than SUNY-New Paltz has developed a program to prepare special educators to provide services to migrant students with disabilities and their families. This project offers a tuition-free 36-credit master's program in special education, with an emphasis in migrant education. The program uses a field-oriented competency-based approach to prepare teachers in the necessary skills and knowledge for working with migrant students. Rodriguez's multicultural training model will be used to incorporate the competencies into the existing training program. Each course will have a field work component that requires trainees to work with migrant students and their families. Based on emerging best practices in instruction in higher education, recent research and trends in special education, feedback from trainees, and the National Education Goals, the program will be revised by including the following components: cooperative learning and study groups; student portfolios; case studies; and content on inclusion and mainstreaming. Since there are few materials to train special educators to work with migrant youth with disabilities, an important goal of the project is to develop and disseminate materials to prepare educators to work with migrant youth with disabilities and their families. The materials will be used in coursework and will provide other teacher training programs an available and cost-effective way to incorporate content related to migrant youth with disabilities into their curricula. Priority in trainee recruitment will be given to individuals from migrant families and will focus on racial and ethnic minority group members.

Grant Number: H029B40054

Specialized Training Program in Audiologic Aspects of Early Intervention

Project Director: Hurtig, Richard

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF IOWA
DEPT SPEECH PATH & AUDIOLOGY
119 WJSCH
IOWA CITY, IA 52242
(319)335-8718

Purpose: Students in this project will be trained to work in, or as consultants to, school-based programs for children of all ages who have haring losses, but they will acquire special expertise in early intervention. In many instances the role of the school with regard to children's hearing must begin well before a child enters kindergarten. There is a need for audiologists who are prepared to work with preschoolers and their families in such diverse areas as identification of hearing loss in infants and toddlers, consulting with preschool classroom teachers concerning the impact of unilateral sensori-neural hearing loss of recurrent otitis media on academic performance, counseling parents regarding the effects of a child's hearing loss both on the child and the family as a whole, selecting and managing classroom amplification systems, monitoring the use of personal hearing aids, and direct services to the child. The pool of audiologists available to meet this need is extremely small. Even in the State of Iowa, which employs approximately 5 percent of the nation's school-based audiologists, there are unmet needs. This project will modify an existing curriculum for training audiologists and add special observation and practicum experiences with school-based audiologists, in order to meet these needs.

Grant Number: **H029B40059**

Master's Program in Early Childhood Special Education

Project Director: BECKMAN, PAULA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF MARYLAND
RESEARCH ADMIN & ADVANCEMENT OFF
LEE BLDG., ROOM 2100
COLLEGE PARK, MD 20742
(301)405-6492

Purpose: Federal funds will be used to significantly enhance the existing master's level program in early childhood special education at the University of Maryland. The objectives are as follows: * To substantially update and enhance the program to emphasize four areas: (a) cultural, ethnic, and economic diversity; (b) inclusion; (c) transdisciplinary preparation; and (d) family-driven services. * To recruit qualified candidates for master's training who represent diverse backgrounds. This diversity will include professionals representing other disciplines (e.g., regular early childhood education), as well as candidates who are ethnically diverse. * To offer a well planned sequence of courses and apprenticeships which result in trainees' mastery of teaching competencies; * To conduct an ongoing evaluation to ensure that (a) program enhancements are implemented; (b) students attain competencies; and (c) qualified teachers are prepared who meet or exceed state certification standards; and * To provide students with opportunities to participate in research and service activities directly related to the areas of program enhancement. Approximately 15 to 20 students per year will participate in the training program, most working toward certification. Upon completion of all degree and certification requirements, they will be prepared to work with children from birth to age 5 and with disabilities ranging from mild to severe.

Grant Number: **H029B40062**

Five-Year Preservice Program in Special Education

Project Director: BURKE, PHILIP

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF MARYLAND
LEE BLDG., RM 2100
COLLEGE PARK, MD 20742
(301)405-6515

Purpose: Federal funds will be used to implement and evaluate changes in the current five-year Preservice Preparation Program in Special Education at the University of Maryland. The changes will improve the quality of the field-based experiences and provide special education majors with additional expertise in (a) inclusion/collaboration techniques and (b) the education of infants, toddlers, children and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds. Students will enter the University as pre-special education majors and spend their first two years completing course work that provides an understanding of basic psychological and sociological principles, and knowledge of normal human behavior and development. In addition, students will receive introductory level coursework and field-based experience in special education. During their third year, special education majors are provided with generic special education coursework and field experiences. The students' final two years are spent in intensive coursework and field experiences designed to equip them with knowledge and skills in inclusion, collaboration and multicultural issues. Students may take up to 12 hours of coursework which count toward both their undergraduate and graduate degrees.

Grant Number: H029B40067

Preparation of Asian and Hispanic Bilingual Speech Language Pathologists to Serve Minority Students in Southern California

Project Director: Madding, Carolyn

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
DEPT COMMUNICATION DISORDERS
1250 BELLFLOWER BLVD
LONG BEACH, CA 90840
(310)985-5283

Purpose: This project will fully prepare and certify bilingual speech-language pathologists to serve the needs of communicatively disabled minority children in southern California. Asian and Hispanic children are the focus. In 1990, the Communicative Disorders Department at California State University-Fullerton initiated a bilingual training program. Following an extensive community education effort, many qualified (but economically disadvantaged) students are now applying. Federal funds will be used to increase the number of students who work toward full certification as speech-language pathologists. Cambodian and Vietnamese populations are especially emphasize due to their concentration in Long Beach and Orange County. In each of its four years, the project will train eight Asian and Hispanic bilingual students. Trainees will receive tutoring from advanced graduate students and will be monitored closely and personally assisted by the project director. Each trainee will receive full tuition, an allowance for books and fees, and a living expense stipend.

Grant Number: H029B40068

Preparation of Personnel for Careers in Special Education: Transition/Integrated Employment Specialist (TIES)

Project Director: ROGAN, PATRICIA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

INDIANA UNIVERSITY
SCHOOL EDUCATION
620 UNION DR, RM 618
INDIANAPOLIS, IN 46202
(317)274-6806

Purpose: This project will conduct master s level training for personnel who provide (a) instruction in school and community settings for secondary-aged students with disabilities; (b) short-term transition services; or (c) long-term integrated employment services. There are three major training foci, as follows:
* Training of master s level professionals: The goal is to prepare 15 professionals per year who have the knowledge and skills to plan and effectively implement individualized transition programs for students

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with disabilities. The program is organized to require students to demonstrate competence in tasks that actually reflect the role requirements of the job. Training meshes the acquisition of skills in a classroom setting with the application of those skills in the field. * Building quality services: This component represents full infusion of program resources (students, university faculty supervisors, materials) into local schools and adult service settings where personnel are committed to supporting effective transition services. This component acknowledges that (a) the validity of any training effort is predicated on the local availability of school and adult service training sites that strive to implement best practices, and (b) field based professionals need support and resources to effect changes from the status quo to exemplary status. * Ongoing professional development: A series of modules has been developed to respond to the needs of personnel in the field for professional development. This component will build capacity in area school and adult service personnel to improve transition services. * Project evaluation and program revision. The evaluation component is designed to determine the extent to which project objectives and components are achieved, and to revise project activities, as needed. A Program Development Consortium Committee composed of student, parent, school, adult service, and university representatives will oversee the program design and content. In addition, extensive evaluative information will be sought from students and practicum site personnel. * Program management: The plan of management ensures timely completion of project tasks and management of requires through biweekly coordination meetings and efficient information dissemination.

Grant Number: **H029B40071**

An Alternative Program for Special Educators: The APSE Program

Project Director: BURSTEIN, NANCY

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
18111 NORDHOFF ST
NORTHRIDGE, CA 91330
(818)885-3189

Purpose: This alternative credential program combines coursework for a general and special education credential, prepares teachers for diverse learners, and provides ongoing support and guidance to trainees. Federal funds will be used to develop and implement the alternative program that integrates general and special education competencies, addresses the impact of language differences and social problems on school performance, and provides guidance and supervision to working teachers. The program is designed specifically for non-credentialed special educators attending school part time and teaching on waivers. The interdepartmental courses integrating general and special education will be developed and collaboratively taught by faculty from the Departments of Special and Elementary Education and Educational Psychology and Counseling. Field experiences will include training in integrated general education classrooms and teachers' own special education programs. The project will train five cohorts of 15 teachers each, a total of 75 teachers in all. Recruitment efforts will focus on personnel from under-represented groups. Upon completion of the program, participants will have earned a Multiple Subjects/Elementary Credential, and a Special Education Specialist/Learning Handicapped Credential.

Grant Number: **H029B40072**

A Program to Prepare Minority Personnel to Teach High Incidence (LD/BD/EHM) Minority Children & Youth

Project Director: EWING, NORMA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

SOUTHERN ILLINOIS UNIVERSITY
DEPT EDUCATION PSYCH & SPECIAL ED
CARBONDALE, IL 62901
(618)453-2524

Purpose: This project will prepare at least 20 African American and Hispanic special education teachers. Recruitment, retention, graduation and passing State Basic Skills and Special Education Certification tests are all major foci of the program. Participants will complete coursework that will prepare them to acquire State of Illinois certification to teach high-incidence learning disabled, socially/emotionally disabled, and educable mentally retarded children and youth. Certification in three categorical areas will enhance their potential to participate in collaborative/consultative teacher roles in systems where inclusion of students with disabilities is commonly practiced. They will also be prepared to act as resource room teachers. The project is structured around several strong support services components, including: * Tutorial assistance in specific areas (e.g., math, assessment and remediation, English as a second language); * Preparation for taking State of Illinois teacher competency tests; * A three-tiered minority mentee-mentor component; peer mentors are minority senior level undergraduates or minority graduate students in the College of Education; * A highly structured faculty/staff mentoring component; * High quality field-based minority teachers and/or administrators as mentors for students; * Topical seminars in critical issues in special education. Program participants will acquire knowledge, experiences, and skills needed to improve multicultural aspects of special education service delivery for children from under-represented racial/ethnic groups. Minority faculty will provide instruction for courses during inter-session (May 15-June 15) and summer semesters. Multicultural knowledge and skills will be included in courses from a theoretical, as well as an experience base. Minority faculty will also serve as role models for all participants. Graduates of this program will be prepared to: * Respond as confident change agents in school settings with culturally and linguistically diverse students; * Serve as role models for minority students with a disability; * Foster improved cross-cultural understanding and diverse cultural tolerance; * Assist non-minority teachers in developing an enriched multicultural perspective in school-related matters; * Use culturally relevant knowledge and skills to enhance the quality of schooling for minority students with a disability. The project's staff and minority field-based mentors will provide direct contact and support to all graduates during their first year of teaching.

Grant Number: H029B40082

USF/Polk County Collaborative Teacher Preparation Program for Paraprofessionals

Project Director: EPANCHIN, BETTY

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1998

UNIVERSITY OF SOUTH FLORIDA
DEPT SPECIAL ED
4202 E FOWLER AVE, HMS 421
TAMPA, FL 33620
(813)974-4717

Purpose: This project will use federal funds to revise, refine, extend, and evaluate the University of South Florida/Polk County Collaborative Teacher Preparation Program for Paraprofessionals. The goal of this collaboration is the improvement of services to exceptional students in Polk County by preparing well trained teachers who will stay in the district. This project will provide an undergraduate teacher training program to paraprofessionals in Polk County to produce "home grown" teachers. Two cohorts will be trained, with 30 trainees in each cohort. Training will feature extensive work in two professional practice schools. Developing professional practice schools requires that an atmosphere of continuous inquiry into practice be cultivated. The synergy created by such a learning-enriched environment should create a ripple effect that benefits the entire school. Features of this project include the following: * Recruitment of paraprofessionals and secretaries, especially persons from historically under-represented racial/ethnic groups, who currently live in rural Florida and are likely to stay in this area; * Delivery of accessible, conveniently scheduled training; * Experimentation with alternative instructional approaches, including the infusion of computer technology and televised classes; * Targeted recruitment strategies and articulation with advising at community colleges; * Curriculum emphasis on inclusion, transition planning, and the needs of rural areas; * Development of two professional practice schools where the majority of clinical experiences will occur; * Support networks designed to retain students in the program; and * Institutionalization of the model so that Polk County and the University of South Florida can continue to offer this program after federal funding has discontinued.

Grant Number: H029B40083

Bilingual Special Education: Personnel Preparation for Minority Populations

Project Director: SAMORA, SARIT

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

SUNY
PO BOX 9
ALBANY, NY 12201
(716)878-5309

Purpose: Once culturally and linguistically diverse (CLD) students are properly assessed and placed in bilingual special education settings, districts must provide appropriate educational services to meet the individual needs of these students. This requires available personnel who are trained in a variety of areas, including, but not limited to: (a) the nature and needs of CLD students who are developmentally disabled; (b) the role of language and culture across referral, evaluation, placement, and programming procedures; and (c) relevant methods, procedures, techniques, and instructional strategies for bilingual children and youth who are disabled. Trained personnel are needed to develop and implement quality educational services for CLD students who are disabled, at all program options (e.g., inclusion models, resource rooms, self-contained classrooms, etc), as well as to provide related/support services in the development of second language proficiency as needed for individual students. In order to fulfill these needs, this project will implement a personnel preparation program in Bilingual Special Education and English as a Second Language. Funding will ensure that students acquire the necessary competencies to: provide meaningful education to limited English proficient students in bilingual special education settings; and teach English as a second language to limited English proficient students with disabilities. The importance of this project is demonstrated by the fact that: * Known enrollment of limited English proficient students in Western New York is in excess of 14,000 and, in New York State, over 300,000; * At the time this project was proposed, there was no program in New York State to train special education teachers in English as a second language for students with disabilities; and * There is currently limited undergraduate training in bilingual special education in New York State, with no undergraduate training program in the Upstate New York area.

Grant Number: H029B40092

Preparation of Speech-Language Pathologists to Serve Children with Complex Communication Disorders

Project Director: Dollaghan, Christine

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

UNIVERSITY OF PITTSBURGH
350 THACKERAY HALL
PITTSBURGH, PA 15260
(412)624-6573

Purpose: The University of Pittsburgh s standard master s degree program in communication disorders will be augmented with new components. These program additions will create new links among the academic and clinical experiences of the students trained as clinical scientists: The changes are as follows: * An observational rotation through sites exemplifying six distinct models for providing services to children with disabilities; * A complex child evaluation clinic, in which trainees will function as team members with parents, faculty, and other professionals in assessing children referred because of their unusually complex, severe, or puzzling communicative disabilities; * Child clinic rounds, in which trainees will make case presentations concerning the children evaluated in the new clinic to other students, faculty, and community professionals; and * Special pro-seminar presentations on topics related to serving infants, toddlers, children, and youth with disabilities. Federal funding will support nine trainees during each of the four years of the project.

Grant Number: **H029B40105**

CASE Program: Consultation-Oriented Assessment In Special Education

Project Director: TINDAL, GERALD

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF OREGON
COLLEGE EDUCATION
232 EDUCATION BLDG.
EUGENE, OR 97403
(503)346-1640

Purpose: The focus of training for this project is centered around three components. * First, the content of training is oriented around special education teachers' use of classroom-based assessment, including a full range of measures that encompass basic skills (using both traditional curriculum-based measures and more recent procedures derived from portfolio assessments) and content knowledge in social studies and science. One year of course work and practica are designed around the development and use of student learning and performance measures to develop instructional programs that are effective and efficient. * Second, the context for carrying out such assessments includes both elementary and secondary settings, using a consultation-based delivery program. This consultation component is approached from a broad behavioral perspective in which special and general education work together in solving student academic and social behavior problems. A structured process will be used in coursework and practicum settings to general facility and proficiency in teachers in (a) requesting assistance, (b) identifying problems, (c) conducting functional analyses, (d) planning and implementing interventions, and (e) formatively evaluating outcomes. These various skills are organized within consultation agreements. * Third, a case study format is included to establish contingencies for teacher participation and maintenance of behavior changes in school programs. The training is expected to take one year and include monthly practicum seminars (with both preservice and inservice teachers) in which teachers monitor student progress and use performance data to evaluate instructional programs. This last component incorporates and binds together the focus on classroom assessment (the major content of formal training) and consultation practice (the primary context of training). With this format, case studies will be published in an annual research report-training monograph. Seven to ten students will be supported annually. Federal funds will also support a faculty member and coordinator from the university, and teacher mentors (substitute days and extended time) from the schools.

Grant Number: H029B40110

Preparation of Speech-Language Pathologists for Employment in Rural Public Schools

Project Director: SCHWARZ, ILSA
Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
HUMAN DEVELOPMENT CENTER
COLLEGE OF EDUCATION - 901 E 18TH AVE
EUGENE, OR 97403
(503)346-3593

Purpose: This project will provide individuals who are qualified for graduate study with an opportunity to obtain a master s degree and national certification in communication disorders and sciences. The program allows students to obtain a master s degree, national certification (clinical fellowship status), and state licensure through on-campus summer study and distance education, or through summer study and a one-year on-campus commitment. It is expected that eight students will be supported through tuition waivers, each for approximately 2-1/2 years (expected average), totaling a group of 20 master s level professionals trained for service in rural schools over the course of the grant. The project will also upgrade the state and national certification status of individuals now serving as speech and language pathologists in rural areas, who do not meet state and national licensure standards. As a result of enhanced state licensure requirements, a number of speech-language pathologists currently employed in rural areas are considered under-qualified and are in jeopardy of losing their positions. Distance education will allow these professionals to upgrade their state licensure while maintaining their present job responsibilities. In all, it is expected that a minimum of ten practicing speech-language pathologists will participate in continuing education activities designed to facilitate progress toward state and national certification on an annual basis.

Grant Number: H029B40113

Project RETURN: Recruiting Speech-Language Pathologists for Hard-to-Fill Positions

Project Director: SCHEFFLER, MARILYN
Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF NEBRASKA
DEPT SPECIAL EDUCATION & COMMUNICATION DISORDERS
303 ADMIN BLDG.
LINCOLN, NE 68588
(402)472-5492

Purpose: This project is based on the premise that, through provision of financial incentives, specific courses, and enhanced practicum experiences, including a mentoring component, speech-language pathologists will return the cost of their educational program by employment where shortages are most acute. The program has two strands to aid in the preparation and retention of students. Students will be required to accept positions in urban or rural areas for a minimum of two years following graduation for each year of project support. Objectives and activities of the project are as follows: Objective 1: Recruit four preservice trainees for an urban inner city strand, and four trainees for a rural strand each year of the project. * Provide presentations at state, regional, and national conferences; * Disseminate recruitment

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information; * Provide opportunities for on-campus visitation for potential participants; * Use graduates of the present program who are working in urban or rural areas to recruit potential trainees; * Recruit at the University s Career Fair, Minority Career Awareness Week, and other events; * Consult with the Nebraska Department of Education and its Comprehensive System of Personnel Development, and the University s Affirmative Action Office to finalize selection criteria; * Notify stipend recipients; * Monitor students performance as a condition for receipt of stipends. Objective 2: Provide a sequence of coursework to prepare participants to work in urban inner city or rural settings. * Require SOC 445 (Sociology of Urban Areas) for inner city participant group, or * Require SOC 242 (Rural Sociology) for the urban participant group; * Conduct and update literature review on urban and rural practice of speech-language pathologists in schools; * Require SPA 488/888 (Linguistic Needs of Bilingual and Culturally Different Students) for all participants; * Conduct literature review for seminar development; * Require a new course, SPA 898 (Student Teaching Seminar: SLP) for all participants; and * Require SPED 990 (Consultation Skills for Ancillary Personnel) for all participants. Objective 3: Implement, coordinate, and evaluate urban inner city and rural practicum experiences and mentoring program. * Contact special education administrators to arrange practicum placements for students; * Develop and conduct training for practicum supervisors and mentors; * Assign students to appropriate sites; and * Supervise students on site. Objective 4: Evaluate the effectiveness of the project and disseminate project information. * Tabulate the number of stipend recipients, students completing coursework and practicum, and number of program graduates; * Gather data on the number of trainees enrolled in or served by the project, including those from historically under-represented groups; * Conduct discrepancy analysis of the project s objectives and activities; * Analyze discrepancy evaluation data; * Evaluate students in coursework and practicum through examinations, observation, and required projects; * Evaluate the quality of instruction and supervision; * Evaluate the mentor training program; * Conduct employer and student follow-up studies of program graduates; * Evaluate the success of the program in placing graduates in hard-to-fill positions; and * Submit articles, products, and presentations to journals, ERIC, and conferences.

Grant Number: H029B40114

A Cooperative Training Project: Training Special Educators for Individuals with Emotional Conflicts

Project Director: ELLIOTT, RAYMOND

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

UNIVERSITY OF ALABAMA
SCHOOL EDUCATION
PO BOX 870104
TUSCALOOSA, AL 35487
(205)348-7340

Purpose: In Alabama, the number of minority special educators is decreasing annually. This project was designed to reverse this trend by: * Increasing the number of individuals properly certified and qualified to teach children and youth with emotional conflicts; and * Enhancing the qualifications of those individuals by offering coursework to increase their competencies in cultural diversity, inclusion, collaboration and consultation. Through a cooperative partnership between the University of Alabama (a predominantly white institution) and Alabama State University (an Historically Black University), the project will provide coursework leading to a master s degree with eligibility for Alabama Class-A certification in emotional conflicts, as well as coursework leading to the Educational Specialist degree with eligibility for Alabama Class-AA certification. Additional coursework will increase trainees knowledge of and practical skills in working with culturally diverse learners, inclusion, and collaboration/consultation. Forty students are expected to complete the Class-A certificate program (20 per campus per two-year period), and 10 students are expected to complete the Class-AA certificate program over a four-year period. A minimum of 50 percent of these students (N=45) will be members of historically under-represented racial/ethnic groups.

Grant Number: H029B40115

New Mexico/South Texas Collaborative Project for Training Minority Personnel in Special Education

Project Director: FLETCHER, RUTH

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

NEW MEXICO STATE UNIVERSITY
DEPT SPECIAL EDUCATION & COMMUNICATION
PO BOX 30001, DEPT 3R
LAS CRUCES, NM 88003
(505)646-5993

Purpose: This project will train minority personnel as special educators of deaf and hard-of-hearing students from under-represented racial/ethnic groups. The Master of Arts program meets the required generic state licensure in special education, meets cross-categorical needs of rural districts, and addresses national licensure standards of the Council on Education of the Deaf. The interdisciplinary program emphasizes bilingual education and English as a Second Language in order to address the tricultural/trilingual nature of the populations residing in the Southwest. New Mexico State University s graduate program in special education/deaf and hard of hearing (with a specialty in bilingual education or English as a Second Language) is engaged in collaboration with faculty at the New Mexico School for the Deaf and the University of Northern Colorado. This project will expand that collaboration. Further, trainees will be recruited from the five minority institutions of higher education in the region: the University of Texas-El Paso, New Mexico Highlands University, the University of New Mexico, Western New Mexico University, and New Mexico State University, as well as the community of deaf and hard-of-hearing individuals in the region. The project will establish scholarships and assistantships to provide financial support to graduate students from these historically under-represented groups.

Grant Number: H029B40117

Project TIE: Teaming for Inclusive Education

Project Director: MCLESKY, JAMES

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

INDIANA UNIVERSITY
SCHOOL EDUCATION
PO BOX 1847
BLOOMINGTON, IN 47402
(812)856-8157

Purpose: Project TIE is a training sequence to be created as an option in the mild disabilities (LD and MiMH) graduate level certification program at Indiana University. Over the five project years, 15 teachers per year will complete coursework and be certificated in mild disabilities. Coursework developed for Project TIE will encompass three areas: * Strategies for team building and collaborative interactions; *

Interventions for students with mild disabilities in general education settings; and * Techniques for facilitating school change. Teacher trainees will work in teams, and will thus have a support system for managing the demands of graduate study during full-time employment. These teams will also offer built-in opportunities for collaborative activities and systems change in individual school buildings. A model program for preparing teachers to develop and implement inclusive school programs will be developed. Information on this program will be distributed on local, regional, and national levels. The training sequence can be incorporated into other training programs, making this an attractive option for teachers of students with disabilities, as well as classroom teachers. The project will produce 75 fully certified teachers in an area where a shortage exists. These teachers will be prepared for working with students with disabilities in well integrated school programs.

Grant Number: H029B40124

A Personnel Training Partnership for Teachers of Students with Disabilities

Project Director: SCOTT, JOHN

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

FLORIDA ATLANTIC UNIVERSITY
EXCEPTIONAL STUDENT ED
BOCA RATON, FL 33431
(407)367-3280

Purpose: This university-district cooperative program will provide preservice training to prepare personnel as special educators of children and youth with disabilities. Federal funds are used for the development of a new program to establish and increase the capacity and quality of preservice preparation at Florida Atlantic University.

Grant Number: H029B40130

The University of Georgia Development and Behavior Disabilities Personnel Preparation Project

Project Director: GAST, DAVID

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF GEORGIA
DEPT SPECIAL ED 621 BOYD
ATHENS, GA 30602
(706)542-5069

Purpose: This project will provide financial aid to 12 graduate students per year in the master s or specialist degree program with a declared area of emphasis in moderate/severe mental retardation and/or early childhood special education. Financial aid will be in the form of graduate research or teaching assistantships and tuition stipends for students from a number of disciplines (special education, general education, therapeutic recreation, child development, social work, psychology, communication disorders) who may or may not be seeking initial Georgia certification in mental retardation, but who are pursuing advanced studies in moderate/severe developmental disabilities or early childhood special education. Emphasis will be placed on recruiting students from rural Georgia. To accomplish this, federal funds will be used for a practicum/consultation supervisor who will actively recruit full-time and part-time students who have been hired by a local education agency under a provisional certificate and who are not appropriately certified to teach students with moderate to severe disabilities. Additional responsibilities of the practicum/consultation supervisor will include: monitoring students performance competencies in applying state-of-the-art practices in local districts; modeling, assisting, and supervising student consultation activities to parents, paraprofessionals, teachers, other professionals, and administrators; and serving as a liaison between the University s Department of Special Education and local education agencies. In addition to taking coursework in special education, trainees in this cross-disciplinary program will also enroll in didactic and/or practicum coursework from the Departments of Communication and Speech Disorders, Child and Family Studies, Recreation and Leisure Studies and/or Social Work, depending on their areas of concentration. In the DBD program, students will enroll in one of two areas: moderate/severe mental retardation or early childhood special education. Based on individual experiences and goals, students will select one or more areas of concentration: early childhood, severe developmental disabilities, severe behavior disorders, secondary transition, language/communication, micro-technology, motor development/disabilities, therapeutic recreation/leisure, family studies, or research. All students will enroll in a minimum of two quarters of supervised practicum experiences: (a) direct service practicum (assessment, instruction, behavior management); and (b) advocacy, consultation and personnel training practicum. In addition, students will enroll in three consecutive quarters of internship in which the student will be assisted, as well as evaluated, in the implementation of previously acquired informational and performance competencies. Students may be employed by a local education agency, preferably in a rural area, during this internship period. All graduate students will complete an applied research thesis in partial fulfillment of their master s or Ed.S. degrees.

Grant Number: H029B40132

Training Teachers to Implement Multi Media Instruction with Students with Mild/Moderate Disabilities

Project Director: RIETH, HERBERT

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

VANDERBILT UNIVERSITY
KIRKLAND HALL, ROOM 512
NASHVILLE, TN 37240
(615)322-8150

Purpose: This project will develop a master s level training program to prepare personnel to use multimedia to teach students with learning disabilities, behavior disorders, and cognitive disabilities. The program addresses four need areas in special education: * To prepare fully qualified competent teachers of mildly to moderately disabled children to address personnel shortages in Tennessee; * To train teachers to competently instruct mildly to moderately disabled teachers; * To train teachers to use multimedia technology as an integral part of both the provision and management of instructional programs provided to mildly and moderately disabled students; and * To train teachers to serve as competent school and district level resource persons in the use of multimedia technology to instruct students with mild to moderate disabilities. The goal is to train 20 educators in two cohorts of 10 students each, over a four-year period. At the completion of the program, graduates will be competent in developing, implementing, and evaluating effective multimedia and teacher-based instructional programs for students with disabilities. In addition, they will receive training and supervised experience to serve as competent staff support and staff development resource persons in the areas of effective data-based instruction, computer-based and multimedia instruction, and program management.

Grant Number: H029B40148

Special Education Teacher Immersion Training

Project Director: CARPENTER, STEPHANIE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

JOHNS HOPKINS UNIVERSITY
DIVISION OF EDUCATION
3400 N CHARLES ST
BALTIMORE, MD 21218
(301)294-7040

Purpose: This project will increase the number of individuals from diverse cultures who are certified special education teachers of students with mild to moderate disabilities. Forty individuals in two consecutive two-year cohorts will complete a 36-credit Master of Science in Education degree and be eligible to receive generic special education certification from the Maryland State Department of Education. Through a collaborative partnership between the University and Montgomery County Public Schools, a competency-based program of graduate studies will be provided that integrates best practices in special education within the broader context of the school community. Trainees will be recruited and hired by the school district as special education instructional assistants and then immersed in ongoing, intensive field experiences throughout their graduate study at the University. Seventy-five percent tuition assistance will be available (50 percent from the grant and 25 percent from Montgomery County Public Schools). Participants will implement competencies from coursework in their educational settings as instructional assistants. Once they successfully complete the program, they will be eligible for continued employment as special educators in the district. The project also provides additional field experiences to facilitate trainees leadership and problem-solving skills related to designing and implementing quality education programs within the least restrictive environment.

Grant Number: H029B40154

Special Educators and Paraprofessionals: A Career Advancement Model

Project Director: BOSSEY, CONSUELO

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

OUR LADY OF LAKE UNIVERSITY
SCHOOL OF EDUCATION & CLINICAL STUDIES
411 SW 24TH ST
SAN ANTONIO, TX 78207
(210)434-6711

Purpose: Students who attend Our Lady of the Lake University are themselves exceptional in that most are from minority groups and are first generation college or graduate students. One hundred percent of graduate students in special education are employed full time as teachers, and many are working mothers or fathers. In the undergraduate special education program, there is a rapidly growing student population of paraprofessionals who are employed full time in schools. The primary purposes of this project are to:
* Provide training to (a) allow full-time teachers to gain a master s degree and additional certification in special education; (b) assist paraprofessionals who are working full time in obtaining a bachelor s degree in special education, with full Texas Education Agency certification; and (c) assist individuals who are working with less than full certification in becoming fully certified; * Increase the number of qualified

minority special education personnel and non-minority personnel who are sensitive to and trained to serve the needs of children from under-represented racial/ethnic groups; and * Implement a system to develop practica sites that meet the highest standards of excellence in instructional quality for children and youth with disabilities. The focus will be on sites and competency requirements that provide transition assistance for special needs youth from school to adult roles.

Grant Number: H029B40156

An Innovative Approach to Preparing Secondary Teachers in Required K-12 Teacher Certification Programs

Project Director: DUNN, CAROL

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

AUBURN UNIVERSITY
DEPT REHABILITATION & SPECIAL ED
1234 HALEY CENTER
AUBURN UNIVERSITY, AL 36849
(205)844-5943

Purpose: Alabama requires K-12 teacher certification. This master s program is a "first" for the state, in that it has been designed to prepare teachers at the secondary level, with the assistance of personnel from the State Department of Education who helped to tailor it to existing state teacher certification standards. The goal of the federal project is to have an impact on secondary special education programs in Alabama that serve more than 31,000 students with disabilities between the ages of 14 and 21. The specific purpose is to improve the quality and increase the numbers of secondary teachers serving students with mental retardation, learning disabilities, or behavior disorders.

Grant Number: H029B40174

PRRAAHGRESS, Promoting the Recruitment & Retention of African-American & Hispanic Graduates Resulting in Enhanced Speech-Language Services

Project Director: HOLLEY, SANDRA

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1998

SOUTHERN CONNECTICUT STATE UNIVERSITY
DEPT COMMUNICATION DISORDERS
501 CRESCENT ST
NEW HAVEN, CT 06515
(203)392-5959

Purpose: This project seeks to increase the number of qualified African American and Hispanic speech-language pathologists to provide quality services to communicatively impaired infants, toddlers, and youth from racially, ethnically and linguistically diverse backgrounds. This project differs from the University s previously funded projects in three ways: * The development of a new graduate course called "Multicultural Considerations in Communication Sciences and Disorders"; * The development of a model practicum site with Hispanic children who have speech and language impairments; and * The development of a mentoring program for minority students supported by the grant. The objectives of the project are to: * Recruit, enroll, and graduate, over a five-year period, 40 speech-language pathologists of African American or Hispanic descent who will provide quality services to communicatively impaired children and youth; * Provide tuition, tutoring, mentoring, and modest stipends for the students; * Support one part-time Hispanic clinical supervisor in speech-language pathology who will develop a model practicum site with Hispanic communicatively impaired children; and * Develop a new graduate course which will present multicultural considerations in communication sciences and disorders.

Grant Number: H029B40176

Mainstream Practicum Model to Promote Integration in Rural Schools/Absolute Priority: Careers

Competitive Priorities: Training to Work/Rural

Project Director: WIENKE, WILFRED

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

WEST VIRGINIA UNIVERSITY
DEPT SPECIAL ED
PO BOX 6122
MORGANTOWN, WV 26506
(304)293-3450

Purpose: Federal funds will be used to develop, implement, and evaluate a preservice program to provide a mainstream practicum model for regular educators who seek additional endorsement in mental retardation, learning disabilities, and/or behavior disorders. This practicum model will allow practicing elementary and secondary teachers to complete practicum requirements for additional endorsements in special education in their own rural regular classrooms, under supervision from special trained master peer teachers. The project will prepare students for the mainstream practicum experience through a pre-practicum seminar to refine their mainstream teaching skills, as well as train field-based master cooperating teachers to provide supervision to these preservice students in collaboration with university-based supervisory personnel. Project staff will also provide support, guidance, and technical assistance within and across school systems implementing integrated educational programs for pupils with special learning and behavior disorders in rural areas of West Virginia. The project will result in the preparation of 100 dually certified general/special educators in rural areas over the four years of the project.

Grant Number: **H029B40177**

Preparation of LH And SH Teachers to Serve a Large Rural Area of Southern California

Project Director: CEGELKA, PATRICIA

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

SAN DIEGO STATE UNIVERSITY
5178 COLLEGE AVE
SAN DIEGO, CA 92182
(619)594-4994

Purpose: This five-year project addresses the need for credentialed teachers in the vast rural areas of Imperial Valley, California, which is isolated from the fast-paced development of most of Southern California's counties. More than 80 percent of the inhabitants are from under-represented racial/ethnic groups (largely Mexican American) and many are migrant workers. Due to difficulty in recruiting credentialed teachers, the area has relied increasingly on the induction of local residents into the teaching profession. More than 40 percent of teachers of students with learning handicaps and severe handicaps are teaching without appropriate credentials; they have emergency credentials, are teaching as long-term substitutes, or are on credential waivers. This project is the result of a series of interactions between the University's Department of Special Education faculty and school administrators in Imperial Valley. The outcome of these efforts has been a teacher education service delivery model that includes the following: * A combination of coursework offered on site in Imperial Valley; * Summer coursework on the San Diego campus; * A month-long immersion experience in Ensenada; and * Coordination by a full-time faculty member of the practica supervision and student teaching/internship experiences of the participating teachers. Altogether, the majority of the coursework will be taught by regular faculty from the Department. In addition, the Department's adjuncts and doctoral level colleagues in the Imperial Valley region will teach the remainder of the coursework. Curriculum analysis procedures identified the need to adjust and/or refocus the content in several of the courses in order to address the unique service delivery challenges of the region. Funding is collaborative. The districts/SELPA will contribute personnel time on advisory and steering committees, as direct supervisors of teacher trainees, guest lecturers in selected courses, and consultant stipends for outside speakers. Local funds are also supporting three release days per semester for each participant, as well as funding the participants' costs for the month-long immersion program in Ensenada. The Imperial Valley satellite campus is enriching the workload formula for full-time departmental faculty who will teach courses at that site. The Department at the university is contributing departmental instructional materials and resources, as well as faculty time to design and coordinate the effort. Federal funds will support tuition and summer living stipends for participants, summer school faculty salaries, the academic year practica supervision, and related costs. Over the five years of the project, it is estimated that 42 or more teaches will complete the graduate program leading to Special Education Specialist credentials. In addition, the project has a secondary goal relating to retention of special education teachers in the region. The workscope relating to teacher retention involves activities of the district/SELPA and of the trainees themselves, along with efforts by the SDSU and Imperial Valley campuses.

Grant Number: H029B40181

An Interactive Model for Preparing Teachers for Students with Behavior Disorders to Work with Rural Communications with Special Attention

Project Director: BLOOM, LISA

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

WESTERN CAROLINA UNIVERSITY
211 KILLIAN
CULLOWHEE, NC 28723
(704)227-7310

Purpose: The Mountain Connections Project will prepare teachers in rural areas to work with communities in developing programs for students with, and at risk for, behavior disorders. The goals are: * To increase the number of fully certified teachers by recruiting and retaining teachers and by promoting full qualifications of all teachers serving students with behavior disorders; * To prepare teachers to work collaboratively with rural communities to develop model programs for students with, and at risk for, behavior disorders; * To train personnel to work in rural areas by developing methods and curriculum materials to prepare teachers to collaborate with community, school, and agency personnel; * To recruit minority teachers for students with behavior disorders and to improve services for such students who are from historically under-represented groups.

Grant Number: H029B40183

Preparation of Speech- Language Pathologists with Specialized Competencies for Making Connections

Project Director: NELSON, NICKOLAS

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

WESTERN MICHIGAN UNIVERSITY
DEPT SPEECH & AUDIOLOGY
KALAMAZOO, MI 49008
(616)387-8058

Purpose: Project CONNECT is a new program to increase the capacity and quality of preservice training in speech-language pathology and special education at Western Michigan University. Over five years, the project will result in: * Preparing 135 graduate-level speech-language pathologists with specialized competencies; * Recruiting and retaining 30 trainees (6 per year), supporting them with grant funds, and 10 graduate assistants (2 per year), supporting them with university funds; * Identifying and recruiting bachelor's level clinicians to upgrade their skills, offering tuition support to participate in the PEAK Summer Institute; and * Disseminating information on Project CONNECT over the duration of the project. Graduates will have specialized competencies for: * Connecting students' individualized needs with their family and cultural backgrounds and goals; * Connecting students' individualized needs with the communicative expectations of general education classrooms and job settings; * Connecting students' individualized needs to the learning expectations and communicative opportunities of written and oral language; and * Connecting with parents and professionals across disciplines to foster inclusion and participation of young people with disabilities in academic, social, and vocational settings with their non-disabled peers. Competencies will be developed through specialized course work with transdisciplinary learning experiences and contextually based course projects, and through specialized practicum opportunities, including a computer-based Writing Workshop for middle school students, a Summer Institute for children in grades K-8, and placement for off-campus practicum in a model program site.

Grant Number: H029B40195

Preparation for Careers in Special Education Project Colmset: Collaboration Master's Degree for Special Education Teachers Mild Disabilities

Project Director: FRIEND, MARILYN

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

INDIANA UNIVERSITY
SCHOOL EDUCATION
620 UNION DR, RM 618
INDIANAPOLIS, IN 46202
(317)274-6807

Purpose: Through Project COLMSET, a new program will be will create a new program at Indiana University-Purdue University to increase its capacity to prepare special educators. The COLMSET program is a 35-credit-hour professional training sequence leading to a master s degree in special education. Pre-service trainees will receive instruction and internship experiences in four areas: * Advanced foundations in special education (knowledge and skills for articulating and addressing current trends and issues facing education, including special education); * Collaboration (knowledge and skills for effectively interacting with colleagues, parents, and others); * Leadership and program planning (knowledge and skills to design and implement inclusive service delivery models and to assist schools in moving toward inclusion; and * Best instructional practices for inclusive classrooms (knowledge and skills to effectively work with students in typical classrooms, including learning and study strategies, cooperative learning, motivational strategies, and the like). Those who complete this program will be able to assume leadership roles to assist their schools to accomplish school reform, including inclusion. Coursework will be offered so that trainees can complete the program in two calendar years on a part-time basis. Students will participate as a cohort, and support opportunities are part of the program. Specific strategies for recruiting students from historically under-represented racial/ethnic groups are a part of this project. Part of the federal funding for trainee stipends will be reserved for these students. A total of 34 students will be supported through this project.

Grant Number: **H029B40196**

Training Teachers of Youth with Disabilities in the Juvenile Justice System

Project Director: RUTHERFORD, ROBERT

Beginning Date: Oct 1, 1994
Ending Date: Sep 1998

ARIZONA STATE UNIVERSITY
SPECIAL ED PROGRAMS
BOX 872011
TEMPE, AZ 85287-2011
(602)965-1450

Purpose: Studies have shown that a significant proportion of young offenders have identifiable disabilities. Estimates of incarcerated youth with disabilities range from 28 to 60 percent of the adjudicated youth population. The master's degree program in special education at Arizona State University will prepare 30 teachers to work in the various schools and institutions that provide educational programs to students with disabilities in the juvenile justice system. Through providing tuition, fees, and stipends, the program expects to attract strong students from various multicultural/bilingual backgrounds. The program presents a specially designed core of courses and practica experiences to prepare master teachers who are knowledgeable about both special education and the juvenile justice system. There is a strong problem-solving emphasis, with the expectation that students will have the conceptual background and technical skills to address the often complex and difficult problems involved in the assessment of, and intervention with, adjudicated youth with disabilities in non-traditional settings. The program also emphasizes the development of collaborative relationships and networking with teaching and non-teaching professionals responsible for the provision of various services to youth in the juvenile justice system. Students will have access to classrooms and juvenile justice agencies during their training. An advisory board will work collaboratively with faculty and students to ensure that the program meets its stated goals.

Grant Number: **H029B40198**

Meeting Changing Rural Needs: Recruitment & Preparation of Culturally Diverse Specialist Cadres

Project Director: JENSEN, MARY

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
DEPT PROFESS STUDIES
1ST & NORMAL ST
CHICO, CA 95929
(916)898-4099

Purpose: This project will recruit, prepare, and place 45 special education teachers from under-represented ethnic groups who reflect the population they will serve. Ninety individuals will complete this program, the first in the state to combine general education, special education and CLAD (cross-cultural, language, and academic development) competencies in training. The cadres of culturally diverse trainees will be immersed in exemplary rural multi-ethnic, multilingual schools while apprenticed to trained, collaborative teaching teams. The objectives are: * To develop long-term sources of supply of culturally diverse rural special educators that result in the recruitment of 45 qualified trainees from under-represented ethnic minorities; * To initiate a redesigned structure that efficiently prepares California special educators to meet needs of rural multi ethnic, multi-linguistic pupils with disabilities; * To retain 45 individuals from under-represented ethnic groups through training as special educators; and * To place 90 graduates, including 45 from under-represented groups, in careers in rural special education.

Grant Number: **H029B40199**

Finding and Keeping the Best: Preparing Teachers of Individuals with Severe Disabilities

Project Director: JENSEN, MARY

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
DEPT PROFESS STUDIES
1ST & NORMAL ST
CHICO, CA 95929
(916)898-4099

Purpose: This on-the-job training project applies the structure of an internship program for teachers of learning disabled students to teachers of individuals with severe disabilities. The objectives are to: * Reduce the severe and longstanding shortage of fully trained special educators for students with severe disabilities in rural areas; * Attract and select the best candidates for specialist positions; * Provide a structure that greatly reduces the personal, professional, and geographic hardships of obtaining a special education credential; * Prepare special educators who will effectively meet challenging needs in special education and in California's schools; * Fashion a support structure that assists on-the-job trainees and encourages the retention of talented special educators in rural areas. California State University-Chico has formed a collaborative partnership with school districts in its service area to design an alternative training program that will prepare 80 special education teachers to meet changing needs in rural California. Preferences in recruitment will be given to residents of local, northeastern communities of the state; those individuals are most likely to remain in their areas and in their teaching positions. Eighty trainees, particularly sought from historically under-represented groups, will receive a stipend incentive to pursue training in the wide range of technical and consultative skills needed by today's special educators. Training will be accessible at full-day classes, at regional training sites, through interactive instructional television, and at intensive on-campus summer sessions. In addition to formal training, a "safety net" or support network will be built around each trainee. District and university staffs will cooperate to provide joint support, local mentoring, and supervision throughout the two-year period.

Grant Number: **H029B40203**

Training Speech-Language Pathologists for Rural Western Idaho

Project Director: LONGHURST, THOMAS

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1998

IDAHO STATE UNIVERSITY
DEPT SPEECH & AUDIOLOGY
921 S 8TH AVE
POCATELLO, ID 83209
(208)236-2204

Purpose: Idaho is a large rural state, with 65 percent of its land federally owned, and a population of only about 1 million. However, Idaho has the 5th fastest growth rate, the 3rd highest birth rate, and ranks 8th youngest in population in the nation, 48th in expenditures per pupil, 44th in teacher salaries, and 50th in state expenditures for Head Start and other child care and preschool programs. These factors severely challenge delivery of services to infants, toddlers, children, and youth in Idaho. Currently, Idaho meets only half the demand for speech and language pathologists, leaving about 15 underfilled or unfilled positions each year. There is a current demand for 12 to 15 qualified speech-language therapists in western Idaho, with a future need for 8 to 10 per year and an additional 12 to 15 statewide. Speech-language services are not well distributed; 48 out of 115 districts offer no speech-language services at all. Speech-language services were ranked first most difficult to fill (out of 24 choices) by school administrators in an Idaho survey. Finally, with the implementation of Part H of the Individuals with Disabilities Education Act, there is a significantly increased need for qualified speech-language pathologists to serve children aged birth to 5 with speech, language, and/or hearing impairments, as well as a significant need for Hispanic/Spanish speaking speech-language pathologists. This project will recruit 30 trainees, train them over a four-year period while they are in their current positions half time, and then support them in their initial speech-language pathology placements in rural service environments. Special features of the project are as follows: * Emphasis on the changing role of the speech-language pathologist from primarily direct intervention with clients to a mixed service delivery system which also includes indirect intervention through families, speech-language pathologist aides, and teachers; * A focus on the youngest population (birth to age 2, and ages 3 to 5), in the attempt to prevent or minimize related future problems and to facilitate successful transition into the early grades and then transition from high school to postsecondary placements; * A focus on service delivery in secondary and postsecondary education and training settings; * A focus on interdisciplinary service delivery with other related service personnel (such as occupational therapists, physical therapists, social workers); * Preparation on facilitating services in secondary and postsecondary settings through collaboration with vocational instructors, counselors, and job coaches; and * The provision of quality rural practica and an externship supervised by qualified supervisors/mentors.

Grant Number: H029B40214

Program to Merge Elementary Education and Special Education Credentials

Project Director: CEGELKA, PATRICIA

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

SAN DIEGO STATE UNIVERSITY
5178 COLLEGE AVE
SAN DIEGO, CA 92182
(619)594-4994

Purpose: This five-year project is a joint effort between the San Diego State University Department of Special Education and School of Teacher Education, and represents a collaborative effort between the general education and special education teacher preparation programs in the College of Education. Its goal is to meet manpower shortages in the special education areas of learning handicapped and severely handicapped, through a merged alternative special education/regular education preparation program that will train a minimum of 100 new special education teachers. At the same time, the merged program will prepare regular classroom teachers to meet the needs of all students who are experiencing learning difficulties within the mainstream environment. Under the current structure, the elementary education credential program is a fifth-year post-baccalaureate program; it is requisite to the special education credential programs which are 6-year-plus programs. The merged alternative program builds on a successful three-year experimental pilot program that combined the two credentials into a synchronous schedule which permitted the candidates to complete, within a calendar year, all coursework for both credentials, with the exception of six to nine units of elective coursework for the Special Education Specialist credential. The experimental program faculty has moved to reduce the overall number of courses required, through the redesign of the program, merging content from separate credential courses into single courses applicable to both credentials. Further, formal application has been made to the California Commission on Teacher Credentialing for approval of the merged program under the Alternative Credential provision of that agency. This move from a combined program with experimental credential status to a merged program offered under the Alternative Credential option is a move toward program institutionalization.

Grant Number: H029B40215

Childhood Hearing Impairment Program: An M.A. Training Program For Audiological Specialists in Hearing Impaired Infants, Toddlers & Preschoolers

Project Director:MAXON, ANTONIA

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

UNIVERSITY OF CONNECTICUT
DEPT COMMUNICATION DISORDERS
850 BOLTON RD U-85
STORRS, CT 06269
(203)486-3687

Purpose: This project will improve and expand the Childhood Hearing Impairment Program (CHIP) that was designed to increase the number of audiologists trained to deal with issues relating to hearing-impaired infants, toddlers, and preschoolers (birth to age 5). The new focus includes training related to mild sensori-neural, unilateral sensori-neural, and conductive hearing loss and service provision in various geo-

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graphical settings. Expansion will cover those aspects of the program that address working with families from varying cultural and socioeconomic communities and working to facilitate transition to adult educational and vocational settings. During the two-year training program, students will take courses in such areas as: normal auditory processing; infant development; language acquisition, infant hearing and its assessment; management of varying types, degree and laterality of hearing impairment and concomitant communication disorders; the impact of hearing impairment on the family, including those from diverse backgrounds; and team participation. They will also enroll in clinical practicum in the areas related to hearing-impaired infants, toddlers, preschoolers and older children. The program will admit students with an undergraduate specialization in speech-language pathology and audiology. Students with backgrounds in related fields may opt to add one year to their training to meet national certification requirements. Six students per year will be admitted to the two-year program. Upon obtaining the master's degree and completing the Clinical Fellowship Year, they will be eligible for national certification as audiologists. They will be uniquely prepared to work in early identification and management of hearing impairment.

Grant Number: **H029B40224**

Preparation of Speech-Language Pathologists & Audiologists to Work with Hispanic Children with Communication Disorders

Project Director: THIBODEAU, LINDA

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

UNIVERSITY OF TEXAS
DEPT SPEECH COMMUNICATION
PO BOX 7726
AUSTIN, TX 78713
(512)471-3841

Purpose: Speech-language pathologists who serve limited English proficient or non-English speaking Hispanic children must determine whether any reduced performance is the result of possibly learning a second language, or the result of a language disorder. Likewise, audiologists must use diagnostic procedures and materials that are sensitive to linguistic and culturally diverse populations. If remediation is indicated, appropriate treatment plans and programs must be implemented that take into account the child's linguistic knowledge of the primary and second language. Most recent data suggest that less than 1 percent of certified speech-language pathologists and audiologists in the United States are bilingual. In response to this situation, the Department of Communication, Program in Communication Sciences and Disorders, at the University of Texas-Austin will offer a pre-professional specialized training sequence in bilingual/bicultural speech-language pathology and audiology. Ten graduate level bilingual and monolingual students per year will complete academic coursework and supervised clinical practica. The project staff will also train students to provide inservice training to allied professionals. The net result of the training sequence thus reaches far beyond the 25 professionals who will complete the program over the five-year period.

Grant Number: **H029B40232**

A Master's Program in Speech-Language Pathology with Special Emphasis in Augmentative & Alternate Communication & Multiculturalism

Project Director: HUER, MARY

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

CALIFORNIA STATE UNIVERSITY
SCHOOL COMMUNICATION
PO BOX 34080
FULLERTON, CA 92634
(714)773-2106

Purpose: In the field of speech-language pathology, two areas of specialization have recently emerged: augmentative and alternative communication and multiculturalism. Critical shortages of qualified personnel exist in both of these areas. The purpose of this project is to train 30 master's students in speech-language pathology in these two areas of specialty during the course of their regular graduate study. California State University-Fullerton's Communicative Disorders Program currently enrolls 18 percent of its students from under-represented racial/ethnic groups. In comparison, the national average is 8 percent. As a campus, the university ranks 13th in the nation in its overall success in graduating students from under-represented groups overall, and ranks 12th in graduating Latinos, 9th in graduating Asians, and 14th in graduating American Indians. The 1993 freshman class was 58 percent minority. Working within the university, this project will recruit students into the training program in order to develop their expertise in working with children with severe disabilities and with children who are from under-represented groups, as well as preparation in general speech-language pathology. The objectives of the project are: * To design a graduate program for students in speech and language pathology which emphasizes coursework and practica experiences in augmentative and alternative communication and multiculturalism; * To prepare well qualified service providers to work with two groups of public school students: minority students with speech-language problems and youth with severe disabilities needing speech-language pathology services; and children in medical facilities; and * To prepare well qualified speech-language pathologists who are from under-represented groups (i.e., children of migrant workers; Hispanic, African American, Latino, Asian; older returning students with families). During the project, graduate trainees must complete a minimum of 12 hours (units) of academic coursework in augmentative/alternative communication and multiculturalism, and may complete up to a maximum of 21 hours of course work in specialty areas. Trainees must complete a minimum of three semesters of specialty clinics but may complete a maximum of five semesters of specialty clinics, including summers. In addition, trainees will receive individual mentoring/advising sessions and participate in group meetings with the faculty and other trainees. Finally, each trainee will complete an in-depth research project in augmentative and alternative communication and multiculturalism before graduation and completion of comprehensive examinations. Faculty for the project will include individuals who are African American, Chinese American, fluent in Spanish, and/or have Latino and Korean American children. This faculty will act as mentors, advisors, teachers, and supervisors. Monies are budgeted to provide all tuition and fees and monthly stipends for each trainee for a two-year period.

Grant Number: H029B40234

Kansas Secondary/Transition Personnel Preparation

Project Director: Kleinhammer-Tramill, Jeanne

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF KANSAS
DEPT SPECIAL ED
3001 DOLE BLDG
LAWRENCE, KS 66045
(913)864-0595

Purpose: The goal of this project is to provide preservice teacher education for special educators who will serve students with disabilities at the secondary/transition level. The strategy for achieving that goal is to maximize the use of existing resources at the University of Kansas and federal resources to support students who participate in the program and to support faculty efforts to develop a best practice model for preparation of secondary/transition special educators. The objectives are: * To develop a model program for preparing special educators to provide comprehensive secondary/transition services to adolescents and young adults with disabilities; * To recruit high quality students into the preservice teacher education program for secondary/transition services; * To provide coursework and practica which will provide preservice teachers with opportunities for acquiring and demonstrating relevant skills, as well as provide models of comprehensive services to adolescents and young adults with disabilities; * To place special educators who are prepared to provide secondary/transition services in professional positions through cooperative planning with the state education agency, the CSPD Committee, and the Kansas Recruitment and Retention Project; * To disseminate the model for preparing special educators to provide comprehensive services at the secondary transition levels.

Grant Number: H029B40235

Improving the Quality of NJ Special Education Teachers through Training in Assistive Technology

Project Director: DELL, AMY

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

TRENTON STATECOLLEGE
DEPT SPECIAL ED
HILLWOOD LAKES - CN 4700
TRENTON, NJ 08650
(609)771-2308

Purpose: This four-year project will prepare personnel enrolled in the College's master's degree program in special education to use instructional and assistive technology appropriately and effectively with individuals who have disabilities. The objectives are: * To refine and validate a model of curriculum revision which results in the infusion of assistive technology into special education teacher preparation programs, and to disseminate this model so that other teacher training programs across the country will be able to produce special education teachers skills in instructional and assistive technology. The model of curriculum revision will involve the validation of a set of competencies in instructional and assistive technology, the development of a core course in assistive technology, and the development of a series of technology training modules to be infused into existing courses, including practica. The new course and the modules will be characterized by hands-on experiences which will emphasize collaboration, decision making, and the critical relationship between technology use and effective instruction; * To revise and enhance the master's level program in special education at Trenton State College by integrating appropriate applications of instructional and assistive technology into the curriculum in a coordinated and systematic manner. Students will demonstrate their mastery of the competencies in instructional and assistive technology through the completion of a series of hands-on experiences and through the writing of articles for publication in TECH-NJ, a resource for teachers and parents published by Trenton State College's School of Education and its Department of Special Education; and * To recruit and retain high-quality students into the master's programs in special education, especially those who are in need of full qualifications. These graduate students will be attracted to Trenton State College's programs by the availability of scholarships, a schedule of classes which is convenient for working professionals, and the opportunity for in-depth involvement in assistive technology. The demand for teachers skilled in assistive technology is very high, but no other teacher training program in the State of New Jersey offers such training.

Grant Number: **H029B40240**

Urban/Cross-Cultural Minority Special Education Training Program

Project Director: GRAF, VICTOR

Beginning Date: Aug 26, 1994
Ending Date: Aug 25, 1999

LOYOLA MARYMOUNT UNIVERSITY
DEPT SPECIAL ED
LOYOLA BLVD AT W 80TH ST
LOS ANGELES, CA 90045
(310)338-2863

Purpose: This project will help to alleviate the shortage of both minority and non-minority special education teachers who are trained to meet the educational needs of culturally and linguistically different exceptional students in urban settings in California, specifically those with learning handicaps (learning disabled and mildly retarded) and those in need of Resource Specialist programs. This population of students includes those who are either limited English proficient (LEP) or bilingual, and represents at least 80 different language groups. The goals of the project are as follows: * To train 60 candidates by the end of the project and to significantly increase the number of graduates from under-represented racial/ethnic groups; * To continue to increase the capacity of the University's Cross-Cultural Special Education training program by increasing its emphasis on urban education, by continuing to emphasize the latest research in instruction of culturally and linguistically different students, which can be integrated into teacher training; * To prepare candidates for the 1993 B/CLAD guidelines of the California Commission on Teacher Credentialing so that graduates are fully credentialed to work with LEP students in special education; and * To disseminate the program's research and training through the development of videotapes, manuals, in-service training, and conference presentations. The project will continue updating the training program with the latest research in effective instruction for culturally and linguistically different students in special education by conducting research in instructional conversations and infusing this research into the program. This research, already conducted with regular classroom teachers of LEP students, has shown promising results with Hispanic LEP students in special education. Graduates of the program will receive the Learning Handicapped credential and/or Resource Specialist Certificate of Competence and/or master's degree, and be authorized for either the new Cross-Cultural, Language and Academic Development (CLAD) or Bilingual Cross-Cultural, Language and Academic Development (B/CLAD) credential.

Grant Number: **H029B40248**

Preparation of Specialists to Provide Optimal Services to Students with Learning, Language and Reading Disabilities in Rural Schools

Project Director: LEIBERMAN, JANE

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

APPALACHIAN STATE UNIVERSITY
BOONE, NC 28608
(704)262-6064

Purpose: Studies have shown that a large percentage of students with learning disabilities also experience reading and language difficulties. In fact, the most recent definition of learning disabilities proposed by The National Joint Committee on Learning Disabilities emphasizes the heterogeneity of disabilities subsumed under this label. In spite of the overlapping problems experienced by students with learning disabilities, universities continue to educate specialists in distinct disciplines without input from related areas. Because there is little interdepartmental training and a great deal of professional chauvinism and competition, speech-language pathologists and reading teachers often have minimal information about the characteristics, assessment, management and instructional needs of students with learning disabilities. Similarly, special educators have little preparation in language development and disorders or in reading. Project AIM will prepare specialists who are certified in at least two areas (learning disabilities, reading education, and speech-language pathology) to work with students with learning disabilities in rural schools. Graduates will be prepared to serve the "whole child" by providing integrated instruction while avoiding disjointed services. The preparation of these specialists will require completion of all coursework in one specialty area (learning disabilities, speech-language pathology, or reading education). In addition, participants will select a second area of certification and complete a practicum in a rural setting. For example, a prospective speech-language pathologist might choose to become certified in either learning disabilities or reading, and so on. Professionals who are prepared in more than one area not only can reduce the shortage of trained personnel in rural communities, but can also offer a more cost-effective solution to the delivery of services to students with diverse needs.

Grant Number: **H029B50006**

Training Project to Address Needs of American Indian Children and Youth

Project Director: Glattke, Theodore

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF ARIZONA
DEPT SPEECH & HEARING
COLLEGE EDUCATION
TUCSON, AZ 85721
(520)621-7065

Purpose: This project was designed to promote a highly talented work force of American Indian professionals to meet the challenging needs of unserved and underserved American Indian children who have communication disorders. The American Indian Training Program (AIT) is entering its 17th year of operation and has achieved national recognition for its special features. As of 1994-95, 24 American Indian students in this program had earned master's degrees and 10 had earned bachelor's degrees. Graduates are providing services to American Indian clients in various settings across the United States. Students are recruited for AIT as early as the junior year in college. This project's retention strategies include a proactive academic assistance program, culturally relevant practicum opportunities, leadership training, and American Indian support services at the University of Arizona. AIT participants will follow plans of study to enable them to complete all course work and practicum requirements specified by the American Speech-Language-Hearing Association for clinical certification as speech-language pathologists or audiologists. The training program is enhanced by adaptations to the academic curriculum and clinical experiences consistent with the needs of American Indians. For example, in addition to typical urban clinical sites, clinical practicum will be provided at American Indian reservation sites under the supervision of program staff. The University of Arizona provides funds for all professional staff positions and student tuition waivers associated with this project. Federal funds are used for continuation of the program with an enrollment of eight students per year (six graduate and two undergraduate positions). Major steps toward the complete institutionalization of this project are also incorporated.

Grant Number: **H029B50019**

Careers in Special Education Project

Project Director: SEBASTIAN, JOAN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF UTAH
SALT LAKE CITY, UT 84112
(801)581-8442

Purpose: The University of Utah's Department of Special Education will improve and enhance a Master's in Special Education/American Indian Emphasis to prepare special educators to teach American Indian students with disabilities. This program will significantly increase the number of American Indian and non-Indian special education teachers with the necessary competencies for teaching American Indian students with learning disabilities, behavior disorders, and mild mental retardation in Utah and in surrounding reservations. Over the project's three years, 36 candidates will be admitted to the master's program. Four specialization courses will be offered on campus during each summer quarter. Two specialization courses (Curriculum Strategies, and Transition and Collaboration Strategies) will be redesigned and new content will be added. One new course (Cultural Issues and School Success) will be developed and cross-listed with Educational Psychology and taught during the second and third summer quarters of the project. One field study experience will be taught during the academic year. One introductory course (American Indian Education), currently offered by the Department of Educational Studies, will be modified for inclusion in the program and will be cross-listed. This project will significantly upgrade the capacity and quality of an existing preservice programs and responds to three competitive priorities for the fiscal 1995 grant competition, as follows: 1. Training personnel to provide transition assistance from school to adult roles. The programming emphasis will be placed on the early school transitions where most American Indian students are lost. 2. Preparing personnel to meet the National Education Goals. American Indians evidence the lowest graduation rate, the highest incidence of drug and alcohol use, and have the highest unemployment rate of any ethnic group in the United States. Refinement and national dissemination of the model will contribute significantly to the educational and vocational standing of American Indians with disabilities. 3. Promoting full qualifications for personnel serving infants, toddlers, children and youth with disabilities. A majority of teachers working with American Indians who have disabilities are fulfilling special education roles without full, appropriate qualifications. A major emphasis of this project is to address shortages of unqualified personnel working in predominantly rural/remote areas who teach significantly large populations of American Indians.

Grant Number: H029B50026

Preparation of Transition Personnel Project

Project Director: Wolfe, Pamela

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

PENN STATE UNIVERSITY
110 Technology Center Bldg
UNIVERSITY PARK, PA 16802
(814)863-8002

Purpose: A crucial aspect in the implementation of effective school-to-work programming is the availability of well prepared personnel. This need is particularly acute in the Commonwealth of Pennsylvania, as evidenced by state needs assessment data. This project offers a 30-credit degree program designed to produce individuals who have a variety of general competencies related to the provision of outcome-based secondary preparation for students with special needs (e.g., ability to provide systematic, community based instruction; ability to collect and apply data to program development and modification). In addition, the project will prepare personnel who have competencies related specifically to transition programming and service delivery, particularly in rural areas. In addition to incorporating recognized and emerging best practices into the content of the curriculum, the project will include practica and field-based experiences that will emphasize outcome-based transition planning, family-centered practices, and the development of interdisciplinary knowledge and skills. Specific competency areas addressed by the project include: * General transition concerns; * Rural transition; * Advocacy; * Knowledge of agencies; * Legal aspects; * Collaborative communication skills; * Development and management of individualized plans; * Assessment, service delivery, and evaluation of instruction for community living; and * Assessment, delivery, and evaluation of job training. Over the three years of the project, 18 level students will be trained to function as transition specialists in secondary school settings.

Grant Number: H029B50030

Program Assistance for a Master's Degree Emphasis in Special Physical Education

Project Director: STOPKA, CHRISTINE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF FLORIDA
GAINESVILLE, FL 32611
(904)392-0584

Purpose: The University of Florida is using federal support to implement an interdisciplinary master s degree program in special physical education. The curriculum will reflect the guidelines for adapted physical education of the American Association of Health, Physical Education, Recreation and Dance (AAHPERD) and the new Adapted Physical Education National Standards (APENS) criteria. In order to achieve this goal, nine project objectives have been identified: 1. IMPLEMENT THE PROGRAM CONTENT. Implement the master s program (teaching coursework, establishing site experiences, supervising, advising, recruiting students, etc). 2. IMPROVE PROGRAM CONTENT. Develop new courses and refine established courses and sites to enhance the quality and cost-effectiveness of the program. 3. IMPLEMENT APPROPRIATE METHODOLOGY AND LEAST RESTRICTIVE ENVIRONMENT. Teach the most current and successful instructional methodologies, while emphasizing environments which are least restrictive and offer full accessibility to all pupils with disabilities. 4. PROVIDE TRAN-

SITIONAL ASSISTANCE. Prepare personnel to provide transitional assistance from school to adult roles, emphasizing equal access to and inclusion in community and leisure recreation program with the needed assistive technologies and adaptive equipment. 5. MEET GOALS 2000. Prepare personnel to meet the National Education Goal of ensuring that all children are healthy and fit to achieve. 6. OBTAIN STATE ENDORSEMENT. Provide students and teachers throughout the state with summer and evening courses to earn the state s Endorsement in Adaptive Physical Education. 7. COMMITMENT TO CULTURAL DIVERSITY. Ensure that special attention and commitments are made to serving, training, and hiring individuals from historically under represented racial/ethnic groups, including understanding and appreciation of cultural diversity. 8. SELF-EVALUATION. Evaluate the program through formative and summative data and board recommendations, and make modifications as indicated. 9. FUTURE SELF-SUFFICIENCY. Work toward future project self-sufficiency through institutionalization of project activities into basic program operations. Trainees will learn and develop skills and competencies along the national guidelines (AAHPERD and APENS) to meet physical education needs of students with disabilities (organic, neuromuscular, interpretive, social, and emotional) in order to teach the physical education content areas outlined in the Individuals with Disabilities Education Act (physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, individual and group games, and intramural and lifetime sports). These master s students will provide direct support for current teachers in the field, as well as undergraduate student majoring in teaching. Methodologies for transdisciplinary teaching, peer tutoring, and inclusion will be stressed. It is anticipated that six full-time graduate students and at least 30 full-time teachers (via evening and summer courses) will be trained and endorsed each year. It is expected that 3500 to 4000 new hours of physical education assistance per year will be made available to the 2000 area individuals (aged birth to 21) with disabilities.

Grant Number: H029B50051

Careers in Special Education Project

Project Director: TOWNSEND, BRENDA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF SOUTH FLORIDA
4202 FOWLER AVE
TAMPA, FL 33620
(813)974-3759

Purpose: This project is a collaborative venture between the University of South Florida and Hillsborough County School District in response to the shortage of African American men to teach children with disabilities, and in response to the academic and social blight among urban African American males in public school and community settings. The project will recruit and support a cohort of African American men with Associate degrees to the University of South Florida. Upon completion of their programs of study, these individuals will have earned baccalaureate degrees and will be fully licensed to teach children and youth with behavior disorders in urban schools. The project provides an innovative model of comprehensive recruitment and retention strategies, not only to attract but also to enhance the teaching success of African American males. Training will model and demonstrate the methods necessary for reducing the barriers that traditionally preclude African American men from entering the teaching field, and particularly impede them from entering the field of teaching children with behavior disorders. It will be possible for the model to be replicated throughout the State of Florida, as well as nationally. Over the three-year funding period, approximately 20 African American men will be recruited and trained by this project. A fourth-year will be supported by other resources, so that those entering during the third project year may complete their studies. Therefore, over four years, 30 African American men will have participated in and graduated from the program.

Grant Number: H029B50054

Preparation of M.Ed. Students in Special Ed: Training Teachers as Team Members in Settings Designed to Foster Inclusion & Cooperative Instruction

Project Director: MARSHALL, KATHLEEN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC 29208
(803)777-5743

Purpose: This project will achieve three purposes: 1. To prepare teachers with general education and special education backgrounds with the skills necessary to teach students with mild disabilities in general education classroom settings; 2. To equip these teachers with specific skills in cooperative assessment and instruction, consultation, and the development and adaptation of curriculum materials; and 3. To enable these teachers to become change agents in schools that are moving toward a more inclusive model of service delivery for students with disabilities in order to enhance the success of these endeavors. This project necessitates the revision of the Master of Education degree in Special Education at the University of South Carolina. The present program is categorical; students receive the master s degree in special education with an emphasis in one categorical area. Recent developments, however, suggest the need for teacher preparation programs that embrace a non-categorical approach and emphasize cooperation among all educators. These developments include: * Legislation and judicial rulings that support inclusion in the general education classroom of students with disabilities; * Recognition by national associations and groups that general and special education teachers should be trained to work cooperatively toward the goal of inclusion; * South Carolina data that support the need for greater inclusion in the general education classroom; and * Recent movement by the South Carolina State Department of Education toward non-categorical certification (modified and comprehensive service certificates) and a reduction of pull-out programs for students with mild disabilities. The revised M.Ed. degree in special education will result in a program of study that produces graduates in special education, as well as additional certification. During the three-year duration of this project, three cohorts of students will be trained, each for 13 months. Each cohort will consist of 10 students, 5 from general education and 5 from special education. In addition to course work related to specific academic and behavioral interventions with children and adolescents with mild disabilities, the curriculum will include course work and practica in collaboration and team teaching. Throughout the program, pairs of teachers with general and special education backgrounds, will work as teams. These teachers will participate in monthly problem-solving sessions, and will also be placed in their practicum experiences in pairs, so that they can practice and refine their cooperative techniques. All competencies will be evaluated through a variety of methods, and a competency profile will be established for each student.

Grant Number: **H029B50069**

Rural Special Education Project (RSEP)

Project Director: MILLER, SUSAN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

NORTHERN ARIZONA STATE UNIVERSITY
CENTER FOR EXCELLENCE
CEE BOX 5774
FLAGSTAFF, AZ 86011-5744
(602)523-3221

Purpose: The RSEP at Northern Arizona University will prepare both Navajo and Anglo special education teachers with qualifications to teach in rural, remote, and reservation areas. Sixty students (20 per year for three years) will be selected to receive this training in a special on-site program in Kayenta, Arizona. The program will give these students a strong background in providing high quality services in extremely rural areas, in working with American Indian children and youth, and in a collaborative model that encourages high family involvement. Students will live in Kayenta (a very remote community on the Navajo Reservation). A Northern Arizona University professor of special education will also live and work in this community. Approximately half of each year's student cadre will be composed of mostly traditional Anglo students who have previously attended courses on the Flagstaff campus. The other half will be Navajo individuals who are employed as paraprofessionals by the Kayenta Unified School District (recognized as one of the "New American Schools"). All trainees who are not American Indian will be assigned cultural partners in the community to further familiarize them with the culture of the people and the area. Students will work in reservations classrooms for four hours per day, five days per week, and will take course work for four hours per day, four days per week. In addition to the resident professor, numerous other university faculty members will deliver course work to trainees in Kayenta. Course work will not only prepare new personnel for teaching roles, but will also provide full qualifications for personnel who are working with less than full licensure. Special support personnel (e.g., multicultural counselors) will also bring training to students at the Kayenta site.

Grant Number: **H029B50095**

Careers in Special Education Project

Project Director: DARCH, CRAIG

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

AUBURN UNIVERSITY
1234 HALEY CENTER
AUBURN UNIVERSITY, AL 36849
(205)844-5943

Purpose: The population of central and southeast Alabama is primarily rural, with low socioeconomic status, an extremely high rate of illiteracy, and an elevated school dropout rate. Approximately 65 percent of the population is African American. This rural setting provides the context for this master's level training project in learning disabilities. A. major objective is to recruit, train, graduate, and place, within the three year project period, 25 or more teachers in learning disabilities to serve primarily in rural settings. It is planned that no less than five of these students will be African Americans. The applicant used an extensive needs assessment approach to determine four areas of teacher shortage. The assessment included responses from 25 Alabama special education administrators serving 12 school districts. An outcome of this assessment was the development of a Comprehensive Training Model, which is the blueprint for this project. The model's four major components are: * Intensive training in designing effective instructional programs; * Intensive clinical teaching experiences under the supervision of an on-site supervisor for the entire duration of the training program; * Linking students to rural public schools early in their training; and * Providing experience in developing dropout prevention programs for students with learning disabilities (LD). The seven project objectives reflect details of the training model. The first objective "to conduct an extensive needs assessment in the public schools" had already been completed in preparation for the grant application. Other objectives pertinent to the training model include: * Pre-identifying a pool of practicum sites in the surrounding public schools that allow for direct instruction, curriculum modification, consultation, dropout prevention, and increased interaction between learning disabled and non-learning disabled students; * The development or new course work and seminars, and the modification of existing course work, to ensure recent information on dropouts, inclusion, and curriculum modifications; * The requirement for trainees to participate in four practicum placements (one each quarter); and * Assignment of primary attention to the supervision of students in each of their practicum placements. Project staff will conduct a set of ongoing evaluation activities to provide both summative and formative information on the nature and effectiveness of the training program. At the end of the three-year funding cycle, 25 new skilled teachers will be working primarily in Alabama, helping to alleviate the serious need for skilled LD teachers in this rural region. Another outcome is that these graduates will serve as models and resources for "out of field" teachers who are currently working in LD classrooms without appropriate licensure. Graduates from this project will be able to model state-of-the-art techniques, such as: direct instruction, curriculum modifications, consultation, integration of LD students into general education classrooms, and school-home linkages. Graduates will also be able to assist schools in a comprehensive model for intervening with LD students and for developing programs of dropout prevention for these students. A further benefit will accrue to local public schools, through the coordinated sequence of practica between schools and the university program. The project will help local schools to become an important, continuing participant in the preparation of LD teachers.

Grant Number: **H029B50101**

Careers in Special Education Project

Project Director: BLOOM, LISA

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

WESTERN CAROLINA UNIVERSITY
211 KILLIAN
CULLOWHEE, NC 28723
(704)227-7310

Purpose: The Special Education Program at Western Carolina University will prepare both special education and general education teachers of secondary students with mild disabilities in rural areas by providing dual certification for both groups. The goals of the project focus on enhancing the recruitment and retention of qualified secondary teachers in mild disabilities; preparing special education and content area teachers to work cooperatively in rural settings to improve instruction for students with mild disabilities; and to provide schools with a model for improving curriculum, instruction, and transition programs for students with disabilities in secondary content areas. The project will accomplish these goals by emphasis on preparing teachers to teach learning strategies and to implement content enhancement procedures. Graduates will be competent to work together with various disciplines in rural secondary schools to improve the achievement of students with mild disabilities in integrated settings and to promote the development of effective transition services.

Grant Number: H029B50106

Preparing Early Childhood Educators as Specialists in Emotional & Behavioral Disorders

Project Director: HEMMETER, M L

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF KENTUCKY
105 KINKEAD HALL
LEXINGTON, KY 40506
(606)257-7905

Purpose: This project at the University of Kentucky will prepare early childhood educators as specialists in identifying and serving children who are at risk of school failure because of their emotional and behavioral difficulties. These specialists will also be prepared to work cooperatively with children s families and other professionals to develop comprehensive service plans for children and families, and to work in inclusive community-based settings. Graduates of this program will be able to: * Implement systematic screening programs to identify children at risk for emotional or behavioral disabilities; * Conduct comprehensive assessments of children s strengths and needs and identify the resources, priorities, and concerns of their families; * Implement early intervention programs with children, families, and other professionals; and * Evaluate the effectiveness of these interventions. In addition, project partnerships with families will be developed through: * Supporting families to serve as mentors for project trainees; * Including families as co-instructors in courses concerning parent-teacher interactions; and * Training students to develop Individualized Family Service Plans that meet all of the legal requirements of the Individualized Education Plan and include the family in a more active role in the development and implementation of their children s education. Kentucky has enacted two pieces of landmark reform legislation: the Kentucky Reform Act (KERA) and Kentucky IMPACT (both in 1990). KERA mandates preschool programs for all 3 and 4 year old children with disabilities, as well as all 4-year-olds who are at risk due to the economic situations of their families. One of the goals of the preschool programs is to increase the number of children who are prepared to begin school. Kentucky IMPACT mandates community-based integrated services for children who are at risk of residential placements away from the community due to emotional or behavioral disabilities. These two programs have created the need for personnel who can work effectively with children with or without risk for disabilities and their families. This project will address this need by implementing the following goals: 1. To develop and implement a family-centered personnel preparation program in early childhood emotional and behavioral disabilities that includes course work, practica, and professional seminars. 2. To recruit (a) students into a master s degree program in early childhood special education with a specialty in emotional and behavioral disabilities, and (b) students at the post baccalaureate level who have backgrounds in early childhood special education to pursue a specialty in emotional and behavioral disabilities as they work toward in increase in rank. 3. To matriculate students from the program who are prepared to implement systematic screening, comprehensive assessment, intervention, and cooperative strategies for students who are at risk for emotional or behavioral disabilities, their families and other professionals in inclusive settings; and to assist students in obtaining employment upon completion. 4. To disseminate information about the project, research findings from students theses, and evaluation findings. 6. To evaluate the training program on a summative and formative basis and to use the evaluation data for program modifications.

Grant Number: H029B50111

Training Rural Educators in Kentucky through Distance Learning

Project Director: COLLINS, BELVA

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

UNIVERSITY OF KENTUCKY
201 Kinkead Hall
LEXINGTON, KY 40506
(606)257-8591

Purpose: The TREK-DL Project will provide rural graduate level training at the master s degree level in moderate/severe disabilities (M/SD) and early childhood special education (ECSE). While the M/SD component is intended to train personnel for a low-incidence population, overlap in M/SD and ECSE program content at the University of Kentucky provides the advantage of simultaneously training personnel in two areas of need under the University s Developmental and Behavioral Disorders degree program. Through TREK-DL, these two graduate programs are refocused to meet the needs of educators in rural areas of Appalachian Kentucky through the use of distance learning technology and on-site supervision. While meeting the requirements of existing programs offered on campus at the University, instruction will be delivered through currently available technology (satellite or compressed video) at three community college sites located in rural areas of central and eastern Kentucky. The broad scope of the project will involve preservice training to personnel from varying fields to teach infants, toddlers, children, youth, and adults with developmental disabilities in rural areas that result in the valued educator outcomes specified under the Kentucky Education Reform Act of 1990 (KERA). Students involved in the program will hold bachelor s degrees in special education or related disciplines and will be working toward certification, as well as toward an advanced degree. Federal funds will support a full-time faculty position to direct, implement and evaluate the program in the rural areas, in cooperation with faculty who have expertise in specific disciplines. Funds are also used for supplies and related expenses, and for student support in the form of full-time and part-time tuition waivers for 15 trainees.

Grant Number: H029B50112

Enhanced Training Program in Behavior Disorders: Skills for Inclusion Settings

Project Director: WIENKE, WILFRED

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

WEST VIRGINIA UNIVERSITY
MORGANTOWN, WV 26506
(304)293-3450

Purpose: The purposes of this project for personnel preparation in emotional/behavioral disorders are twofold: 1. The training program will increase the QUANTITY of personnel for teaching children and youth with behavior disorders. Traineeships will be provided to enable students to enroll in full-time graduate study in behavior disorders. Financial support and program enhancements will be provided for 8 new students per year. 2. The project will improve the QUALITY of training for serving students with emotional/behavioral disorders (E/BD) in inclusive settings through five major program enhancements: * A full year of field experiences will be integrated with methods courses through practica requirements in two special education program setting (one general education inclusion setting and one post-practicum setting collecting behavior observation data). Requirements and field experiences will be coordinated through a seminar called FORUM. * Teacher problem-solving skills for serving E/BD students will be enhanced through the use of multimedia interactive case studies implemented throughout the behavioral disorders courses and FORUM. Each case study simulation allows for exploration from multiple perspectives special, collaborative, and general teacher perceptions. * The course called "Collaboration in Education" will be offered during the summer session as a program requirement to provide instruction in consultation skills. Cooperating teachers from general education inclusion classrooms will be provided tuition waivers to enroll in this course. Behavioral observation data collected on E/BD children and peers in general and special education classes will be used as a basis for designing program models for inclusion settings. * A new special section of the course called "Applied Projects: Programming for Inclusion Settings" will be arranged to enable trainees to integrate knowledge, skills, and field experiences into the development of computer-based instructional materials for use with E/BD students in inclusive classrooms. * An Internet listserve group will be established to allow trainees, faculty, former graduates, and cooperating teachers from inclusion settings to dialog and support each other. The computer-based instructional materials and program models developed by the trainees will be disseminated and evaluated through this mechanism.

Grant Number: H029B50119

Preparing Tribal College Students as Special Education Teachers

Project Director: SHAFER, CARLA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

NORTHWEST INDIAN COLLEGE
2522 KWINA RD
BELLINGHAM, WA 98226
(206)676-2772

Purpose: The Northwest Indian College is an accredited tribal college chartered by the Lummi Indian Business Council, with the capability to initiate and implement a special education teacher training program. With its main campus on the Lummi Reservation near Bellingham, the college provides on-reservation higher education at 16 locations in Washington, Oregon, Idaho, and Alaska. This project focuses on the successful preparation of American Indian and persons from other under-represented racial/ethnic groups to serve American Indian and other children in youth in rural and urban settings, on and off reservations. The following tasks will be accomplished: 1. Implement a four-year on-reservation training program that prepares students (primarily American Indians) to assume positions as special education teachers for tribal and public school classrooms in Washington and throughout the Northwest, and which includes sensitivity and understanding or ethnicity as relevant to teaching and learning; 2. Recruit, train, and place special education teachers so that, at the end of three years, up to 39 American Indian students and at least 6 students who are from under-represented groups or are socially and economically tied to a reservation community, will have completed their special education degree program leading to a special education endorsement and preparing them as classroom teachers; 3. Maintain cooperative articulation agreements and technical support with the Western Washington University s Woodring College of Education so that students can complete their four-year programs during the NWIC s transition to a four-year accredited program; and 4. Disseminate program information, activities, and outcomes to other tribal colleges and other rural colleges at regional, state and national levels. Forty-five students will enroll in the program, and fifteen will be credentialed in special education in the State of Washington by the conclusion of the program, and the remaining 30 will be making significant progress toward that goal. The necessary cooperative relationships will be developed and maintained between Western Washington University and Northwest Indian College, laying the foundation for Northwest Indian College to establish a four-year degree program in special education. For the first time, American Indians in the college s service area will be recruited and supported to become credentialed special education teachers, where none are presently employed. American Indian teacher s aides, who have been unable to pursue special education certification training, will have that door opened to them. The Lummi Nation, the college, and school personnel strongly support this program.

Grant Number: H029B50121

Preparation of Personnel for Transition of Youth with Disabilities to Adult Life

Project Director: ALPER, SANDRA

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF NORTHERN IOWA
DEPT SPECIAL ED
150A SCHINDLER EDUCATION CENTER
CEDAR FALLS, IA 50614-0601
(319)273-6061

Purpose: This project was developed to meet the most substantial personnel shortage in the State of Iowa. Existing data indicate that more than 600 educators of secondary students with disabilities do not have appropriate certification. This shortage results, in part, from the limited access of preservice teacher trainees to college certification programs. The project addresses this problem by extending certification opportunities and specialized training in transition to general education students who have a minor in special education, and to teachers currently working in the field who are less than fully certified. The emphasis of this master s degree program will be on transition to all aspects of adult life, using the Iowa Transition Model as the template for transition planning and implementation. Interagency cooperation, cooperation with general education in transition planning and integration into the community will be stressed. Federal funds will support, annually, five full-time master s students and ten highly qualified teachers who will be part time students. Two groups will be targeted for recruitment. The first group will be seniors at the University of Northern Iowa who are majoring in general education with a special education minor in mild disabilities. They will spend the year following graduation completing the master s degree with emphasis on transition. The second group will be teachers currently in the field who are less than fully qualified in secondary special education; these individuals will participate in part-time master s degree work. These practitioner participants will be eligible for financial assistance, and will be able to take course work on the University of Northern Iowa campus during summers. Course work during the school year can be broadcast throughout the state via the Iowa Communications Network fiber optics system.

Grant Number: **H029B50131**

Training Inclusive Educators Personnel Preparation Program

Project Director: BENSON, NANCY

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

PORTLAND STATE UNIVERSITY
PO BOX 751
PORTLAND, OR 97207
(503)725-4799

Purpose: Oregon has implemented two major educational reforms that influence the preparation of special educators. The first is the Oregon Comprehensive Plan for Supported Education designed to improve the quality of education for all students by refocusing the delivery of services from separate, segregated environments to integrated, regular classroom environments and to include support for under-achieving students in the general education classroom. To address this plan, Oregon needs special educators who are prepared to teach and co-teach in inclusive classrooms, to provide a continuum of special education services to students, and to work in consultation with general educators. The second reform is the Oregon Educational Reform Act (HB 3565) which mandates ungraded primary education, integrated curricula, teaching of essential learning skills, and performance-based assessment of students at grades 3, 5, 8, 10, and 12, using uniform performance standards by the year 1997. Oregon needs special educators prepared to implement these major changes with students who have disabilities. This project on Training Inclusive Educators (TIE) addresses the needs described above. The foundation of the program is a fully integrated program of special and elementary education that has been developed and co-taught by the Special Education and Curriculum and Instruction faculties. The TIE program confers a dual special/elementary education license and a master's degree in special education. The five goals are: 1. To prepare 48 special education/elementary education teachers to help alleviate current and projected shortages of teachers to provide inclusive education in Oregon. Activities include targeted recruitment of minority students and students who are preparing to teach in rural and/or culturally diverse schools; 2. To prepare 48 teachers to implement instruction and assessment methods specified by Oregon's Education Reform Act with disabled and non-disabled students; 3. To enhance the TIE Program that integrates special and elementary education teacher preparation. Activities include infusing knowledge of diversity throughout the program where relevant to ethics, practices, and assessment, in order to better prepare educators to teach culturally diverse learners. 4. To further develop and support practicum sites in implementing inclusive education and educational reform practices. 5. To provide follow-up during the first year of teaching of graduates of the first cohort of trainees (1995-1997).

Grant Number: **H029B50143**

Distance Education Preparation of Speech-Language Pathologists

Project Director: SMITH, TIM

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC 29208
(803)777-4813

Purpose: Because of the inability to fill longstanding vacancies in the public schools, there has been reluctance in South Carolina to cease granting teaching certificates to bachelor's level speech-language pathologists, even though the master's degree represents the minimal standard for licensure. Further, because South Carolina had only one accredited program in speech-language pathology before 1993, the state education agency could not require its 182 existing bachelor's level speech-language pathologists to upgrade their credentials to the master's degree. This project will provide, via distance education, a master's degree curriculum, complete with required practicum experiences, that will eventually make all public school speech-language pathologists eligible for state licensure. During the three years of funding, it is anticipated that 25 project participants will receive support from this project. These will be part-time graduate students who are currently employed in the public schools in the upstate region.

Grant Number: **H029B50154**

Transition Special Education: Gaining the Diversity Advantage

Project Director: TAYMANS, JULIANA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

GEORGE WASHINGTON UNIVERSITY
2121 I ST, NW -6TH FL
WASHINGTON, DC 20052
(202)994-1510

Purpose: The George Washington University's Department of Teacher Preparation and Special Education is designing an alternative certification program for mature individuals who want to become special education teachers in urban schools. The goal is to prepare a diverse teacher work force through recruitment of minority individuals and an innovative preparation program involving school-community cooperation. To achieve the goal of gaining the diversity advantage, the Department has developed three major goals: * INNOVATIVE RECRUITMENT: Engage in recruiting individuals from historically under-represented racial/ethnic groups to the teaching profession through the development of supportive relationships with nationally based organizations (U.S. Department of Labor, the U.S. military, Peace Corps), as well as with community-based organizations (the Washington Urban League, Prince George's County Public Schools, and others) to recruit a pool of teacher candidates with diverse minority representation. * COOPERATION AND SUPPORT: Form partnerships with organizations that represent the most promising trends in urban education. These partnerships will be with urban schools that are in the process of restructuring; with schools that provide an array of transitional services for youth with disabilities; and with organizations that offer community-based services. The program is designed to support the retention of graduates in urban special education. * CURRENT RESEARCH AND PRACTICE: Apply the most current research and practice in teacher education to support project students in acquiring the knowledge and skills to provide improved services for students from diverse racial/ethnic populations. Project students will become cultural investigators. They will develop ethnographic skills as they investigate the culture of the schools where they are placed and the culture of the community and family. Their teaching skills will be developed through utilization of Praxis III, a beginning teacher observation system, and through a program that promotes reflection, self-assessment, and students' co-construction of their final repertoire of skills. The program will follow an alternative certification model in order to meet the needs of the partner school district, which is forced by shortages to hire individuals who lack full licensure. Participants will complete intensive course work (including interdisciplinary work done in cooperation with general education students), extensive practica in urban school sites, as well as in urban community sites. This form of preparation will allow participants to be hired as provisionally certified teachers while they receive training. During their first year of teaching, they will receive both university and on-site mentor support. By the end of the two-year training cycle, participants will have attained master's degrees in special education which will fully qualify them for licensure.

Grant Number: **H029B50163**

Regional Training of Assistive Technologies

Project Director: ADAMSON, GARY

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF NEW MEXICO
RIATT 801 UNIVERSITY BLVD, NE
ROOM 105
ALBUQUERQUE, NM 87106-4343
(505)272-3500

Purpose: This project at the University of New Mexico will recruit post-master's level professionals who are providing services to individuals with disabilities — with priority given to individuals living in states adjacent to New Mexico. The program will lead to an Educational Specialist certificate, and will provide courses in the use of various assistive technology devices, assessment procedures for determining appropriate devices and practical applications in the educational and vocational setting. The training program is designed to prepare professionals who meet established competencies and provide an ethical foundation and quality control for this developing discipline in education. Participants will remain in their professional job settings while completing the training sequence. They will attend two summer sessions and four one-week seminar/conference sessions during the fall and spring semesters to complete a two-year program of studies. Distance learning activities monitored through telecommunications and on-site visits by the project director will maintain continuity over the fall and spring semesters. The training program will include a focus on identifying appropriate technology, devices, and practical applications for use with students who are in transition from school to post secondary, vocational, and adult roles. Graduates of this project will be invaluable in their job settings as consultants, trainers, and assistive technology evaluation facilitators. They will also form a working network of assistive technology specialists linked by the University of New Mexico.

Grant Number: H029B50164

Preparation of Middle & Secondary Special Educators with a Specialization in Transition

Project Director: KIERNAN, WILLIAM

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF MASSACHUSETTS
MUNSON HALL
BOSTON, MA 01003
(617)735-6506

Purpose: This project will enhance the ability of students enrolled in the Department of Special at the University of Massachusetts-Boston to prove effective transition planning support to students from diverse backgrounds, and to support the development of transition initiatives at the local level. Federal funds will enhance the existing master's program in special education by continuing the development of an emphasis in transition and life planning. The project will provide preservice training to special education trainees studying for service in middle and secondary schools by providing an emphasis on transition and life planning for students from diverse backgrounds and systems change strategies for facilitating the development of transition initiatives at the local level. A total of 50 students will complete a specialization in transition planning over the five years of the project. Thirty of these students will graduate with the M.Ed. in Special Education with an emphasis in transition planning, and 20 students who already have the M.Ed. will complete the 12-credit specialization. In addition, 50 students in related fields will complete their degree programs with an orientation to transition planning, and more than 750 professionals in special education and human services, family members, and persons with disabilities will participate in inservice training and outreach activities of this project. Formal relationships will be developed with at least one urban middle school and on urban high school. Pre-practicum and practicum experiences will be developed that include both student-centered planning and organizational development activities. Specific recruitment and outreach to candidates from historically under-represented racial/ethnic groups will be emphasized. This project will work cooperatively with the Massachusetts Transition Initiative (MTI), the statewide systems change project on transition. The project director will sit on the Coordinating Committee of the MTI, and training and technical assistance for the MTI are based at this project site (the University of Massachusetts-Boston).

Grant Number: H029B50167

Careers in Special Education Project

Project Director: WEST, RICHARD

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UTAH STATE UNIVERSITY
LOGAN, UT 84322
(801)797-3091

Purpose: This project will deliver a master's degree program preparing personnel in emotional/behavioral disorders (E/BD). Training will be offered to currently certified special education and general education teachers living in the rural and remote areas of Utah and surrounding states, who have not had access to graduate training in the past, but who must deal effectively with challenging behavior problems in areas where support services are not generally available. The primary goal is to prepare a cohort of at least 20 individuals as master's level E/BD teachers in rural and remote areas during the three years of the project.

The program will consist of 54 credit hours of course work and practice dealing with E/BD students. Instruction will be delivered through distance education, extension courses, and supervision in practicum and internship sites. Course content will include: * Characteristics of E/BD students * Assessment of E/BD students * Parent training * Consultation skills * Effective instruction * Behavior management * Transition of students to adult roles * Instructional methods that are effective with E/BD students * Extensive field experiences and practica The evaluation plan incorporates consumer appraisals (from students, parents, and employers); observation of trainees' effectiveness with students and teachers in applied settings; consultation with general educators in applied settings; and follow-up of performance after graduation. Federal funds will be used mainly for student financial assistance, with some allocations for instructional support for delivery of the program.

Grant Number: **H029B50171**

Careers in Special Education Project

Project Director: LOPEZ-REYNA, NORMA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF ILLINOIS
1040 W. HARRISON STREET
CHICAGO, IL 60607
(312)996-4948

Purpose: There is a critical need for special educators who are fluent in Spanish and English and who possess the knowledge and skills to design effective educational programs for limited English proficient children with mild disabilities. Nowhere is the demand greater for these teachers than in large urban settings like Chicago. This project will prepare and graduate bilingual special educators who have: * The knowledge, skills, and abilities to teach children with limited English proficiency who have mild disabilities; * An understanding of the importance and influence of family and of working in partnership with parents; * Knowledge of the role and responsibilities of various child care professionals and the services that are available in the community; and * The ability to incorporate these understandings into the design of educational programs. Recruitment efforts will target experienced teachers in schools in one Hispanic community that borders the University of Illinois-Chicago, allowing for a close examination of the influence of family and community on the child's growth and development. Program decisions regarding content, competencies, students' experiences, organization and structure are guided by the belief that a coordinated children's service model best accommodates the needs of urban youth who are experiencing disabilities. Graduates become Teacher Leaders in their own schools during the third year of the project, when they will offer staff development opportunities to general educators. On completion of training, graduates will receive a master's degree and will be entitled to the Illinois Special Education Certificate, as well as the state License in Bilingual Special Education.

Grant Number: H029B50172

Careers in Special Education Project

Project Director: WATKINS, RUTH

Beginning Date: Aug 21, 1995
Ending Date: Aug 20, 1998

UNIVERSITY OF ILLINOIS
801 S WRIGHT ST
URBANA, IL 61820
(217)333-2230

Purpose: The University of Illinois at Champaign-Urbana will develop a new program to prepare speech-language pathologists in early intervention for a diverse population. Master's degree students in speech-language pathology will participate in an early intervention specialization program that emphasizes multicultural issues in the delivery of intervention services. The program incorporates three training components (academic course work, supervised clinical acticum experiences, and a weekly clinical forum) to ensure that trainees master five competency areas: * Multiculturalism * Transdisciplinary cooperation * Working with families * Early assessment and intervention * Strategies for promoting school readiness and emerging literacy skills A unique component of the project is access to high quality practicum settings which serve diverse populations, including inner city programs. The project also emphasizes current best practice features of early speech-language intervention, including family-focused service delivery, training in transdisciplinary cooperation, intervention within natural environments, and awareness of the role of early language skills in literacy outcomes and school success. During the three years of this project, 30 master's students in speech-language pathology will complete the proposed early intervention specialization (10 in each year).

Grant Number: H029B50177

Family Centered Personnel Preparation: from Rhetoric to Reality

Project Director: KILGO, JENNIFER

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

VIRGINIA COMMONWEALTH UNIVERSITY
RICHMOND, VA 23298
(804)828-1305

Purpose: Statistics indicate that the need for qualified teachers to serve preschool children with disabilities is the greatest of any among all of the 16 special education services available in the State of Virginia. Nearly one-third of practicing Early Childhood Special Educators in the state are unendorsed for this work. This project in early childhood education targets practicing personnel who are not fully qualified. Innovative recruitment techniques, tuition assistance awards, and the provision of conveniently scheduled graduate level training will increase the number of fully qualified early childhood special educators. Also documented is the need to provide intense study and practical experience in using a family-centered approach. Studies show that, although the philosophy of family-centered services has been prescribed through legislation, research, and best practice recommendations, few professionals actually have received specific training on how to implement services that are truly family-centered. This new project will build on and improve a prior personnel preparation project, and a major new focus is to infuse family-centered principles into all aspects of the training program (content, methods, and experiences). Further, family members will have integral roles in the development and implementation of the project. A family member will actively participate in the development of course content, competencies, and field experiences; will co-teach course work; and will assist with all aspects of the evaluation process. Along with knowledge and skills related to a family-centered approach, personnel must be prepared for the cooperative roles and responsibilities required of special educators as they work jointly with families and personnel from related disciplines, general education, and multiple agencies. Training emphasis will be placed on interdisciplinary content, skills in collaboration, inclusion as a preferred service delivery option, family support in the inclusion process, the application of developmentally and individually appropriate practices, and culturally competent professional behaviors. Field-based requirements will include practical experiences within inclusive settings in which cooperative roles and responsibilities are demonstrated. To further develop this process, each trainee will be paired with a professional mentor throughout his/her training program. This approach will eventuate in a national model for personnel preparation.

Grant Number: **H029B50181**

Pediatric Motor Development

Project Director: COWDEN, JO ELLEN

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF NEW ORLEANS
NEW ORLEANS, LA 70148
(504)286-6361

Purpose: This project will prepare master's level personnel in a new specialization in pediatric adapted motor development implementing three new improvements: (a) inclusion of young children; (b) family-centered and alternative home-based service delivery; and (c) curricula for inner city prenatally drug exposed infants from demographically targeted areas below the federal poverty level. Four trainees, who will be awarded federal funds for educational expenses, will pursue a 36-hour model program of study in pediatric motor development, including state teacher certification in adapted physical education. The program of study will be improved to address substantial changes that emphasize competencies which address mentorships with adapted physical education teachers in inclusive environments, transdisciplinary teaming involving arena assessment, methods for whole child learning, family-centered prescriptive interventions for home programs, and transition planning from the hospital to home to infant day care services to preschool programs. Practica will be expanded to include new hospital based opportunities with medical teams who are faced with the increasing numbers of neonatal, intensive care unit babies, especially prenatally drug-exposed infants. In addition, the quality of adapted physical education programs for children with disabilities will be enhanced with increased incentives for teachers to complete the teaching certification in adapted physical education and expand their knowledge to include specialization in assessment and curriculum development in pediatric adapted motor development.

Grant Number: H029B50183

Transdisciplinary Collaboration Preparation Program

Project Director: WHITTEN, ELIZABETH

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MI 49008

Purpose: Within 36 months, this project will offer 28 graduate students an opportunity in transdisciplinary teaming. Through coursework designed to focus on cooperation and teamwork, graduate students will be co-taught and will receive university/school-based experiences. Six students from general and special education will receive a master's degree in special education, and 8 graduate students from other services and the College of Fine Arts will receive 10 hours of training in the specialization on transdisciplinary teaming. Features of this project include the following: * Preparation of a transdisciplinary group of graduate students in consultation and teamwork; * Preparation of interdisciplinary teams to act as change agents within their systems; * Preparation of graduate students to empower K-12 students with the skills for exercising self-determination in their transition planning and to create opportunities for K-12 students to be involved in their own transition planning. * Rural and urban field practicum placements * Direct experience in the "Wrap-Around Program," which focuses on rural districts meeting the needs of at-risk students by providing transdisciplinary and cross disciplinary teaming

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Grant Number: H029B50186

Careers in Special Education Project

Project Director: EPSTEIN, MIKE

Beginning Date: Aug 14, 1995
Ending Date: Aug 15, 1998

NORTHERN ILLINOIS UNIVERSITY
DEPT. ED COUNSELING & SPECIAL ED
DEKALB, IL 60115
(815)753-8443

Purpose: Northern Illinois University is using federal funds to prepare excellent teachers for adolescents with serious emotional disturbance. Selected students will take part in a one-year, full-time intensive experience leading to the master's degree, as well as to needed skills and appropriate state licensure. The program's key features are: mastery of competencies, extensive field experiences, family involvement, interagency collaboration, and transition planning. Trainees will master 74 competencies built around eleven teaching skill and knowledge areas for excellence in teaching adolescents with SED. The eleven teaching skill and knowledge areas are as follows: * Assessment * Behavior management * Instruction * Family involvement * Professional relations * Administrative skills * Interagency collaboration * Facts and theories * Mainstreaming * Transition * Personal-professional demeanor Extensive field experiences will be provided through three practicum courses. These field experiences are provided through a 10-month, 28-hour-per-week (total 900 contact hours) practicum experience in school programs for SED students in mainstream and off-campus alternative settings. Trainees must practice and demonstrate achievement of competencies put forward in their methods courses and other courses to which the field experiences are keyed. In addition, trainees will receive instruction and experiences in interagency cooperation with professionals from other disciplines and in transition programming at a federally funded model demonstration program. These experiences will involve planning, implementing, and evaluating interagency cooperation plans and transition plans to provide community based treatment for students with SED. The trainees, the program itself, and the grant's formal features will be regularly evaluated, using input from faculty persons, trainees, and persons not involved in the project.

Competition 84.029D: Preparation of Leadership Personnel

Grant Number: H029D30010

Interdisciplinary Doctoral Leadership Program: Preparing Culturally-Competent Family-Centered Early Intervention & Preschool Professionals

Project Director: Stoneman, Zolinda

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF GEORGIA
621 GRADUATE STUDIES BLDG.
ATHENS, GA 30602
(706)542-4827

Purpose: This five-year project will continue development funding for a preservice doctoral leadership program in family focused early intervention. Coordinated by the Georgia University Affiliated Program for Persons with Developmental Disabilities, the program involves faculty from four schools and colleges at the University of Georgia and the Medical College of Georgia. Few leadership personnel in early intervention are trained in family studies or have the competencies needed to conduct family research. Similarly, university faculty are often ill prepared to teach a new generation of interventionists about family issues. Many administrators have a similar lack of information about developing programs which enlist family members as equal members in intervention efforts and which directly focus on family needs. For these reasons, family focused intervention is the prime specialization area for this project. New program emphases include multicultural competence, training in specific leadership skills in collaboration with the Fanning Leadership Center at the University of Georgia, a new course to be developed on policy and research related to family-focused early intervention, and an increased emphasis on recruitment of leadership students from historically under represented racial/ethnic groups. The 120-quarter-hour program provides the appropriate competencies and learning experiences. All students are required to have internship experiences in research, university teaching, and public policy. Important characteristics of this leadership model are: * A strong interdisciplinary focus; * Concentration on traditionally neglected areas of study; * Competency-based instruction; * Training in three key leadership roles: researcher, university teacher, and leader/policy specialist; * Systematic implementation and evaluation with a careful management plan and evaluation model.

Grant Number: H029D30013

A Program to Prepare Doctoral Level Special Educators with an Early Childhood Emphasis Area

Project Director: RULE, SARAH

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UTAH STATE UNIVERSITY
CENTER FOR PERSONS WITH DISABILITIES
LOGAN, UT 84322
(801)797-1987

Purpose: The purpose of this project is to support within Utah State University's existing doctoral program an early childhood emphasis area. Doctoral students will learn to: * Prepare personnel, including those who will serve as members of interdisciplinary teams; * Conduct research addressing effective patterns of service delivery and methods of personnel preparation; * Develop and supervise intervention programs for young children with disabilities and their families; and * Serve as leaders in program administration and evaluation at the state and local levels. To achieve this preparation, students will participate in coursework and internship experience leading to the demonstration of competency in: general special education; research methodology; personnel preparation; early childhood special education; and related areas. To assure that students are exposed to high quality models, internships have been arranged with local and state agencies that conduct preschool and early intervention programs in hospitals, homes, and other settings; with state departments of education and health; and with the Mountain Plains Regional Resource Center. During these internships, students will supervise and educate preservice personnel; participate in research addressing issues in service delivery and personnel preparation; participate in the design and delivery of early intervention services; participate in program administration and staff supervision; and participate in needs assessment and the provision of technical assistance with state agencies. Federal support will be used for some of the personnel time necessary to develop, teach, and evaluate courses, practica, and internships in the specialization area. Grant funds will also be used to support five doctoral students annually for five years. The actual number of participants, however, will be 12 to 15, because advanced doctoral students will also be supported by other research, development, and personnel preparation projects in early childhood special education and related areas.

Grant Number: **H029D30018**

Doctoral Study in Adapted Physical Education, Teacher Education, & Research

Project Director: JANSMA, PAUL

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

OHIO STATE UNIVERSITY
1960 KENNY RD
COLUMBUS, OH 43210
(614)292-2662

Purpose: This project concentrates on the establishment of a modified thrust at the doctoral level in adapted physical education, with teacher education and research as the related areas of emphasis. An instructional design with technology emphasis will be new in the teacher education area. Also new is that at least half of the doctoral trainees will be members of under-represented groups. The doctoral students' major field will be adapted physical education, with a dual concentration in teacher education (pedagogy plus instructional design and technology) and research/statistics. These areas will be addressed within five professional preparation cores and five related competency blocks which target new and refined competencies derived from a National Task Force on Adapted Physical Education Leadership Training Competencies. Their adapted physical education major will focus on an advanced base of knowledge and skills across the areas of behavior management, assessment, planning, implementation, and evaluation which runs the gamut from individual pupil and group needs while stressing sensitivity and professional development skills. Each student will also develop competencies in descriptive, experimental, single subject, and survey research via coursework in related in-field applications in at least three areas of inquiry. Their data-based projects will focus primarily on: developmentally appropriate adapted physical education service delivery at the preschool level (in connection with the campus University Affiliated Program's eight model classes for preschoolers with and without disabilities at the Nisonger Center); the provision of adapted physical education in inclusive cultures and least restrictive environments; and the provision of adapted physical education for pupils with severe disabilities. The dissemination of students' research will utilize multiple avenues, including delivery at the new Ohio State Adapted Physical Education Research Colloquium series within the Big Ten Conference. Each student will also formally study adapted physical education and teacher education (pedagogy plus instructional design and technology) by taking well established courses and applying attained knowledge by directly teaching, supervising, and mentoring physical education and special education undergraduates in their required adapted physical education introductory courses, graduate students studying to qualify for the Ohio validation certification in adapted physical education, and graduate students studying for their master's degrees in adapted physical education.

Grant Number: H029D30035

From Special Education to Supported Education: Policy Leadership in School-Linked Service Integration & School Restructuring

Project Director: SAILOR, WAYNE

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

UNIVERSITY OF KANSAS
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)864-4950

Purpose: Special education in Kansas is undergoing very rapid and significant changes as an outgrowth of two synchronous state policy initiatives: the school restructuring initiative, and the school-linked integrated services initiative. The school restructuring initiative is aimed at restructuring the existing dual system of general and special education into a single, adaptable system that can effectively support a diverse population of students in general education. The school-linked, integrated services initiative is designed to bring social and health services to students and their families at neighborhood school sites. The substantive implications of these policy reform initiatives have created an immediate need for a new and different kind of educational leadership. This five-year leadership training project represents a collaborative effort among the University of Kansas University Affiliated Program (KAUP), the University's Department of Special Education, the Kansas State Board of Education (KSBE), the Kansas Department of Social and Rehabilitation Services (SRS), and the Kansas Department of Health and Environment (H&E). The project combines the KUAP's existing capacity to coordinate interdisciplinary graduate training with the Department of Special Education's longstanding doctoral program to form a new doctoral and postdoctoral special education training strand on Interdisciplinary Policy Leadership (IPL). Once established, the Policy Leadership program will supply special education leadership personnel to support and shape both the efforts of the KSBE to restructure general and special education, and the efforts of the KSBE, SRS, and H&E to integrate educational, social, and health services in Kansas. Through its Leadership Management Team (composed of the IPL Director and Co-Director and representatives of the KSBE, SRS, and H&E, the project will work closely with the KSBE and other Kansas policy makers to provide the doctoral and postdoctoral special education policy leadership personnel needed to design, implement, and evaluate the state's restructuring agenda. The IPL trainees will be provided with specialized coursework and field-based training experiences in the newly established pilot school sites of KSBE's systems change projects — Supported Education in Kansas (SEIK) and Kansas Project Partnership. This project will also provide policy leadership personnel to support the statewide reform agenda of the Children's Initiative Committee, which, through its newly created state interdepartmental policy council (the Kansas Corporation for Change), is developing legislation to target state and local resources for the school-linked, integrated health and social services agenda. In this regard, the IPL trainees will be provided with specialized coursework and field-based training experiences in state and regional offices of the SRS and H&E, as these agencies and the KSBE design, implement, and evaluate school-linked, integrated health and social policy. The federal project will support these dual initiatives by preparing five new special education Ph.D.'s and four postdoctorates — two from special education and one each from social welfare and health care services — over a five-year period. These trainees will have specialized interdisciplinary training in policy design, implementation, and evaluation. Participants will be specifically prepared to provide Kansas (and other states in the region and nation who have or will adopt similar reform agendas) with leadership personnel and future training capabilities as these reform efforts reach fruition during the 1990s and beyond. Commensurate with the state policy reform efforts, it is expected that trainees will: * Significantly increase the capacity of Kansas and other states to ensure that all children and youth with disabilities, including those with severe disabilities and deaf-blindness, from birth to age 21, will achieve the highest educational outcomes in normalized, integrated, and fully inclusive settings; * Greatly enhance the state's capacity to shift special education services to embrace multicultural diversity and the concepts of collaborative, comprehensive services, neighborhood schools for all students, and full infusion of categorical (i.e., Chapter 1, ESL) programs and related health and social services into a coordinated, school-linked system for all students; and * Ensure the active involvement and participation of families in all aspects of the educational mission. Project trainees will learn to support the state reform agenda by undergoing first-hand training experiences in the revision of policies, monitoring procedures and legislation; the development of interagency agreements to support collaborative delivery of services for children and youth in school; and to support the development of "wraparound" services in the transition from school to supported and integrated adult status. Through the interdisciplinary format afforded by KUAP, project trainees will develop research competencies in the integrated services perspectives of mental health, social services, and Medicaid-supported health services. By focusing on school restructuring, each IPL trainee will select public policy as an area of specialization in his or her doctoral training in special education. Doctoral candidates will complete all required courses within existing special education doctoral core, as well as complete an individualized IPL program of courses from other KUAP associated departments with offerings in school-linked policy reform (e.g., courses in public policy, children's health policy, social welfare policy, etc). Each IPL trainee will complete a one-semester field experience at one of the regional KSBE school restructuring pilot sites, as well as a two-semester internship at a state-level educational, social, and/or health agency, working with policy groups and legislative staffers relative to the Kansas restructuring and integrated services reform effort. Each trainee will develop a dissertation research project that will contribute essential theory and data to the developing public policy reform agenda. The largest share of funding of this project is earmarked for student support in coursework, field experiences, and internships. Graduates will be prepared to assume leadership positions in public and private agencies; national and state government posts; community, state, and national association work concerned with educational policy and practice; research firms and projects concerned with policy reform and school restructuring; local and state education agencies and institutions of higher education. The project will work closely with the KUAP Institute for Black Leadership, Research, and Development to recruit multicultural students and, through the KUAP itself, to recruit students with disabilities into this unique training opportunity.

Grant Number: H029D30044

Supervisory & Administrative Studies Program: Preparation of Leadership Personnel

Project Director: CHALFANT, JAMES

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

UNIVERSITY OF ARIZONA
DEPT SPECIAL ED
COLLEGE EDUCATION
TUCSON, AZ 85721
(520)621-0942

Purpose: This leadership preparation program will prepare doctoral personnel in special education administration and supervision. The mission of the doctoral program is founded on the belief that all students with disabilities have the basic right to a free and appropriate education, and that the delivery of quality special education and related services has a higher probability of success where regular and special education administrators have formal preparation in program planning, coordination, evaluation and research designed to meet the needs of minority and non-minority children and youth with varying types and severity levels of disabilities. The goal of this 60-month project is to financially support up to 40 graduate level supervisory/administrative students in a competency-based program for personnel in special and regular education administration leading to the doctorate. The objectives include the following; * To recruit, select and support advanced graduate degree minority and non-minority candidates who are capable of completing a competency-based program in special education supervision and administration; * To provide a comprehensive leadership program that incorporates competency development into special course work and field-based experiences for personnel who plan to supervise and administer programs and services for infants and toddlers through transition from school, with special emphasis on minority and limited English proficient children with disabilities; * To expand and evaluate a specialized curriculum and set of distinctive competencies in the program for regular education administrators to prepare them to become knowledgeable facilitators of services for students with disabilities.

Grant Number: H029D30045

Interdisciplinary Personnel Leadership Training Program for Policy Development & Implementation

Project Director: SIDERS, JANE

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

UNIVERSITY OF SOUTHERN MISSISSIPPI
INSTITUTE DISABILITY STUDIES BOX 5163
JACKSON, MS 39406-5163
(601)266-5163

Purpose: The Mississippi University Affiliated Program (MS-UAP) operates this project with the Departments of Special Education, Psychology, Educational Leadership and Research, and Curriculum and Instruction at the University of Southern Mississippi, and with the Public Policy and Administration Program at Jackson State University (the largest Historically Black University in the state). Federal funds will be used to develop, implement, and evaluate an interdisciplinary doctoral and post-doctoral training program to increase and retain leadership personnel in special education and related services. The focus is on preparing personnel, particularly personnel from under-represented racial/ethnic groups, for leadership roles in policy development and administration associated with special education and related services. The project will provide a pool of personnel with skills in policy formulation, implementation and analysis who can fill leadership positions across agencies that provide special education and related services, including primary and secondary educators and administrators. An interdisciplinary approach to doctoral and post-doctoral training will be used.

Grant Number: **H029D30054**

Spanning Boundaries: Doctoral Leadership Training in Early Intervention

Project Director: FREUND, MAXINE

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

GEORGETOWN UNIVERSITY
3800 RESERVOIR ROAD, NW
WASHINGTON, DC 20007
(202)973-1047

Purpose: This project will support the preparation of ten doctoral students in early intervention, who will complete their degrees within a five-year period. The training program will prepare leaders in policy, research, and practice who have a full commitment to supporting the primacy of the family and who have the knowledge of complex interagency networks and systems, and the skills to succeed in knitting fragmented services together in behalf of vulnerable young children (with disabilities and at risk) and their families. The program's philosophy asserts the primacy of the family, an emphasis on service delivery in an interagency context, and an active process of not only recruiting but also graduating leaders from traditionally under-represented populations. The project will develop an integrated early intervention policy, research, and practice program of advanced graduate study that utilizes an interdisciplinary body of knowledge and array of resources within and outside of the university. Challenging internship opportunities in public policy and programmatic areas are available in Washington-based national policy, research, and advocacy organizations, and on-campus forums, seminars, and research centers.

Grant Number: **H029D30056**

Personnel Leadership for Transition

Project Director: RUSCH, FRANK

Beginning Date: Aug 21, 1993
Ending Date: Aug 20, 1998

UNIVERSITY OF ILLINOIS
506 S WRIGHT ST
CHAMPAIGN, IL 61820
(217)333-2325

Purpose: This project will prepare an interdisciplinary cadre of leadership personnel with expertise in research, policy and best practices as they apply to the availability, roles, and preparation of personnel for the emerging field of transition. Students will be drawn from the range of disciplines which provide the interdisciplinary framework for secondary special education and transitional services. Participating students will complete the requirements of their respective departments, as well as the specialization offered through this project. The project offers an opportunity for doctoral students from multiple disciplines to gain expertise in addressing secondary special education and personnel issues from the perspectives of research, policy and training. Unique features include: * An interweaving of four bodies of knowledge important for cross-disciplinary interaction in addressing transition personnel issues (families and youth, interdisciplinary interaction and teaming, interagency collaboration, and transition practices and planning) with leadership knowledge and skills in research and policy; * An interdisciplinary/interdepartmental approach to leadership training, mirroring efforts at the federal and state levels, with collaborative examination by students of personnel issues and practices within and across transition-focused disciplines; and * Individualized doctoral program development. Fifteen doctoral students will complete this training during the five years of funding. Approximately 15 additional participants will gain familiarity with this new area of study through partial participation in these training activities.

Grant Number: **H029D30063**

Building University-School Partnership: Restructuring Services for Students with Disabilities

Project Director: MCLESKEY, JAMES

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
P. O. BOX 1847
BLOOMINGTON, IN 47402
(812)856-8157

Purpose: Universities, state agencies, and local education agencies need individuals of high quality who can lead the improvement of special education and related services for persons with disabilities. These leaders must be trained to bridge the gap between the knowledge of best practices and the reality of working with schools to realize lasting change that benefits students with disabilities. This project in school psychology will provide support for doctoral training that prepares individuals for such leadership roles. These professionals will work with public schools to restructure services for students with disabilities in the context of inclusive school programs. The foundation for these restructuring efforts will be an emphasis on collaborative problem solving between schools and university personnel. Ultimately, the goal of restructured programs, whether related to student identification or delivery of services, must be to improve the quality of educational opportunities and to offer educational opportunities within the least restrictive educational setting. This project will provide coursework in special education and school psychology which provides students with knowledge and skills in the development of inclusive school programs, including alternative assessment models, classroom and school-based interventions, collaboration and teaming, and systems change. The foundation of knowledge will be applied through a series of field-based practica, as trainees work collaboratively with university faculty and school personnel to develop and implement alternative practices for students with disabilities. Over the grant period, program objectives are: * To recruit applicants who are interested in inclusion and alternative service delivery for students with disabilities; * To support five highly qualified applicants each year as they progress through their programs; and * To train doctoral students to work with university faculty and school professionals in restructuring programs for students with disabilities.

Grant Number: **H029D30066**

Special Education Research Careers

Project Director: JENKINS, JOSEPH

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF WASHINGTON
EEU, BOX 357925
SEATTLE, WA 98195-7925
(206)543-4011

Purpose: This five-year project will support an ongoing doctoral program for students who will pursue research and college teaching careers in special education. The program responds to the need for exemplary scholars who can expand the scientific knowledge base in special education. It emphasizes research issues, methodologies, and practical applications of research, as well as teacher preparation in the education of children and youth with mild disabilities. Seven to ten students will be admitted into the program and receive support for 24-48 continuous months. Each student will select a mentor from among the six faculty members associated with the project. Working with mentors, students will conduct field-based research; have practicum experiences in the supervision of postbaccalaureate and master's level interns; engage in college-level teaching; and complete all University of Washington requirements for the Ph.D. The six research strands represented by the six faculty mentors reflect research themes in the area of mild disabilities: * Elementary school education; * Secondary school curriculum reform and transition planning; * Instructional strategies for secondary school students; * Development of social competence; * Ecobehavioral analysis of kindergarten and elementary education; and * Educational evaluation. Students will acquire knowledge and skills in these areas through three main avenues: coursework, active participation in research with their mentors, and a structured professional seminar that will meet twice weekly for the duration of the project. The professional seminar will be presented by the group of six faculty members and will serve as a bridge between the students' coursework and their individual research activities with their mentors. Through the three avenues, students will receive a solid background in the core content in mild disabilities and in the variety of research methodologies used in special education. In addition to training in research skills, the program places a strong emphasis on excellence in college-level teaching. Trainees will take a course in college teaching and will progress through a series of college teaching experiences, including assisting in a course, co-teaching a course with a mentor, independent teaching, and supervision of students.

Grant Number: **H029D30072**

Leadership Preparation of African Americans in Communication Disorders

Project Director: SEYMOUR, HARRY

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF MASSACHUSETTS
DEPT COMMUNICATION DISORDERS
MUNSON HALL
AMHERST, MA 01003
(413)545-3177

Purpose: This project will prepare doctoral and post doctoral African American speech-language pathologists to assume leadership roles in scholarship and research in the area of language disorders among children from historically under-represented racial/ethnic groups. A secondary purpose is to increase the number of African American professionals who are trained at the doctoral level to address research and clinical problems associated with language diversity. Six doctoral students and five post-doctoral students will be selected for participation. Two doctoral students will be matriculated during each of the first three years of the five-year project, and one post-doctoral student will be matriculated for each of the five years. A typical plan of study will include language disorders, sociolinguistics, psycholinguistics, anthropology, multicultural education and research methods. An important philosophical principle of the program is to provide a background in linguistic theory, language acquisition, and language disorders as foundational to the study of problems in diagnosing and treating language disorders among children of diverse language backgrounds.

Grant Number: **H029D30073**

A Leadership Training Program to Prepare Doctoral Level Psychologists for a Specialization in Services for Drug Exposed Infants & Their Families

Project Director: KATZ, KATHY

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

GEORGETOWN UNIVERSITY
CHILD DEVELOPMENT CENTER
3800 RESERVOIR ROAD, NW
WASHINGTON, DC 20007
(202)687-8778

Purpose: The increase in drug abuse among inner city, largely African American and Hispanic populations, has resulted in a striking increase in the number of infants born with major neonatal complications. Vascular constriction caused by cocaine ingestion has contributed to increases in urban neonatal care units of very low birthweight premature babies whose mothers abused drugs. These infants thus suffer the multiple impact of extreme prematurity with concomitant medical complications, central nervous system effects of prenatal substance abuse, poverty, and family disorganization. This is the population in which HIV infection is showing greatly increased incidence. Psychologists receive training in a number of skills relevant to early intervention for drug-exposed infants and their families and caregivers. Unlike most of the other related service disciplines, the majority of psychologists are well grounded in family systems theory, behavior change, and methods of research design relevant to program evaluation. However, few graduate programs or psychology internship practica provide a focus on services to infants, much less to very high-risk drug-exposed infants. While psychologists have many skills that would allow them to play a leadership role in early intervention with disabled infants and their families and caregivers, they are rarely offered specific training experiences with this population. This project is a leadership training program for pre or post doctoral psychologists. The focus is on developing a specific knowledge base and clinical competencies geared to the early intervention needs of drug-exposed infants and their families. The project will train 15 doctoral level psychologists over the five years of funding. Trainees will be selected for a full-time internship experience of six months to one year. The program will interface with the interdisciplinary early intervention training program to serve drug-exposed infants that is already in operation at Georgetown University's Child Development Center. Psychology doctoral trainees will receive both disciplinary supervision and cross-disciplinary supervision from the disciplines of special education, medicine, and allied health services. Training experiences will include direct intervention with drug-exposed infants and their families and caregivers in neonatal and pediatric nurseries, in transition to home management, in follow-up developmental evaluation, in interfaces with community support and protective services, and in various community infant intervention models. Trainees will also participate in policy and planning activities in relationship to technical assistance activities through the National Early

Childhood Technical Assistance System (NEC*TAS) and the CASSP Network Project for Mental Health Services in the states.

Grant Number: **H029D30075**

Translating Research, Innovation,& Policy into Practice: An Interdisciplinary Field-Based Leadership Program in Transition

Project Director: FLEXER, ROBERT

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

KENT STATE UNIVERSITY
DEPT ADULT CG, HEALTH & VOCATIONAL ED
PO BOX 5190, ROOM 233, LOWRY HALL
KENT, OH 44242
(216)672-2662

Purpose: This project provides support and a specialized transition leadership curriculum to 12 doctoral students over five years. Earlier projects have supported 12 students over three-year periods, and all of these supported trainees have completed candidacy examinations (6) or have had dissertation proposals approved (6). The new project will continue to recruit and train leadership personnel across special education, vocational education, and rehabilitation. The doctoral program includes an individualized plan of advanced study in psychological, social, educational, and legal aspects of special education, cultural and research foundations, and university/teacher trainer, administrator, and researcher preparation. Graduates will be skilled in special education, vocational education, and rehabilitation contributions to high school curriculum and employment, community preparation, transition processes, and qualify of life outcomes. Leadership knowledge and skills will be acquired and applied through coursework and field activities which integrate service delivery, personnel preparation, and policy and research. Based on assessment of experience, competency, and career goals, each student will develop an Individualized Leadership Career Plan (ILCP) to guide the development of his/her transition expertise. Graduates will have skills and knowledge for a variety of positions and settings (e.g., college/university professor, researcher, state and local program developer/administrator). Specific objectives are to: * Supply 12 new leaders in the field of transition; * Develop new practitioner and program competencies for leadership participants as specified in their ILCPs; * Develop new personnel preparation competencies for leadership participants as specified in their ILCPs; * Develop new research and policy competencies for leadership participants as specified in their ILCPs; * Develop new competencies related to translating innovation, research, and policy into practice through the ILCP; and * Evaluate and disseminate project findings.

Grant Number: **H029D30080**

Interdisciplinary Training for Leadership in Serving Infants, Toddlers, & Preschoolers with Disabilities

Project Director: SAFFORD, PHILIP

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

KENT STATE UNIVERSITY
P. O. BOX 5190
KENT, OH 44242
(216)672-2294

Purpose: This project will prepare special education and speech-language pathology and audiology doctoral students to provide quality leadership in developing and implementing services for infants, toddlers and preschoolers with disabilities; delivering preservice and inservice training for practitioners and administrators in early intervention and early childhood education; and conducting intervention research, policy analysis, and program evaluation associated with early intervention and early childhood education. Students are recruited from among practitioners with evidence of successful experience with young children with disabilities and who aspire to leadership roles and demonstrate strong qualifications as potential trainers, researchers, and leaders. They will complete both basic requirements of their respective doctoral programs (special education, speech and language pathology, audiology) and a specially designed three-year sequenced of shared interdisciplinary training experiences, culminating in the dissertation. Twelve students will be supported and are expected to complete their degree requirements over a five-year period. The design of the program reflects a commitment to doctoral that: * Is values-based as well as competency based; * Combines individualization with cooperative learning strategies; and * Both supports and models scholarly inquiry, translation of an evolving knowledge base into best practice, and interdisciplinary team collaboration.

Grant Number: **H029D30083**

Preparation of Leadership Personnel in Bilingual Special Education

Project Director: WILKINSON, CHERYL

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

UNIVERSITY OF TEXAS
DEPT SPECIAL ED
PO BOX 7726
AUSTIN, TX 78713
(512)471-6244

Purpose: The University of Texas at Austin's Department of Special Education has developed and implemented a leadership training project for special education leadership personnel who will serve culturally and linguistically diverse populations with disabilities. Participants will receive specialized and differentiated training based on their language characteristics and degree program options, as follows: * Bilingual (Spanish/English) participants will complete a doctoral degree with a bilingual special education emphasis; * Monolingual English speakers, limited Spanish speakers, or bilingual speakers of English and languages other than Spanish will receive a doctoral degree with an emphasis in English as a second language. The roles for which participants are trained include personnel preparation, research, administration/supervision, and assessment. The objectives of the project include: * The training of fellows in the

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skills necessary to become expert researchers, especially in research with educational implications for exceptional language minority students; * The training of fellows in the skills necessary to become expert university trainers of bilingual special education teachers and related services personnel so that the number and quality of such personnel preparation programs is enhanced; * The training of public school administrators and supervisors with skills to implement programs and monitor their effectiveness in serving exceptional culturally and linguistically diverse students; * The training of appraisal personnel who can assess children in their native language and in English, and who can distinguish cultural and linguistic differences from disabilities; * The provision of field-based experience within local, state, and national education and related agencies so that bilingual special education fellowship students will gain expertise in personnel preparation, research, administration, supervision, or assessment; * The strengthening of a bilingual special education professional network so that increased collaboration and communication among this group of highly specialized professionals will enhance the field and will promote a stronger sense of commitment to the educational needs of exceptional culturally and linguistically diverse children and youth; * Dissemination of the training model and procedures developed through the project.

Grant Number: **H029D40004**

Administration & Supervision of Special Education Preparation for the 21st Century

Project Director: MCGRADY, HAROLD

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

VIRGINIA POLYTECH
COLLEGE EDUCATION
234 UCOB
BLACKSBURG, VA 24061
(703)231-5281

Purpose: The Virginia Polytechnic Institute and State University is the only institution in Virginia that is assigned advanced graduate degree authorization in Administration and Supervision of Special Education. The program has a cooperative relationship with James Madison University and Radford University, with master's level graduates of those institutions eligible to complete up to 10 hours beyond the master's prior to entering the Virginia Tech program. Field study activities in local education agencies, the state education agency, other state and federal agencies and organizations, coupled with course sequences in research and evaluation, enhance the applied emphasis of the program. Field study sites are selected to represent various stages of restructuring and reform (i.e., inclusion versus traditional models). This project will provide support for five doctoral students, as well as necessary supplies, materials, clerical and communication costs. This cycle of funding will assist in the overall improvement and expansion of the heavily field based program as students prepare for leadership roles in the 21st century.

Grant Number: **H029D40012**

Leadership Personnel Preparation Project

Project Director: SURBURG, PAUL

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

INDIANA UNIVERSITY
PO BOX 1847
BLOOMINGTON, IN 47402
(812)855-5954

Purpose: The main thrust of this project is to prepare Ph.D. candidates to work in professional preparation programs in adapted physical education at colleges and universities, and to ensure that graduates attain tenure at these institutions. A unique aspect of the program is the development of the teacher/movement scientist. This type of professor will have the competencies to attain tenure at any university. The movement scientist phase of the program will have a greater research emphasis in motor learning or motor development. Helping infants and toddlers with disabilities will be the primary emphasis of the motor development phase. A new component of the teacher phase will involve active participation in a new undergraduate physical education curriculum where adapted physical education faculty and doctoral students will help to integrate the concept of inclusion into the entire curriculum. Federal funds will be used to enable selected students to receive appointments as associate instructors in the Department of Kinesiology. Their assignments include a variety of responsibilities in adapted physical education programs, depending on their interests, needs, abilities and previous experience. These responsibilities include working with all categories of disabilities, conducting certain university adapted physical education classes, units on inclusion for non-adapted physical education classes, supervising graduate students in practicum settings, conducting research projects and performing other duties to assist them in perfecting competencies needed to be a teacher/movement scientist in adapted physical education.

Grant Number: **H029D40015**

Doctoral Leadership Program in Severe Disabilities Preparing Researchers & Teacher Educators

Project Director: KOHL, FRANCES

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF MARYLAND
DEPT SPECIAL ED RM 2100, LEE BLDG.
COLLEGE PARK, MD 20742
(301)405-6490

Purpose: The goal of this project is to prepare nationally visible leadership personnel as both researchers and teacher educators in the area of severe disabilities. The program emphasizes both coursework and apprenticeship experiences to prepare leaders for a variety of settings, including universities, local school districts, state department offices of research and evaluation, private consultancy firms, or agencies in the federal government. The preparation program incorporates intensive graduate coursework in selected substantive areas, along with course work in research design and methodology. A major vehicle for attaining research and teaching expertise is a three-year apprenticeship that systematically provides the trainee with structured experiences leading to independent research and teacher education skills. Trainees will also participate (with faculty) in a monthly research colloquium as a forum for presenting and critiquing research. In addition, they are required to complete an internship in college teaching and a supervision apprenticeship. Trainees have other opportunities to learn and practice communication skills by participating in grant writing, workshops, manuscript reviews, and guest lectures.

Grant Number: **H029D40020**

Early Childhood Special Education & Services Joint Doctoral Leadership Institute

Project Director: HANSON, MARCI

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVE
SAN FRANCISCO, CA 94132
(415)338-1630

Purpose: This five-year leadership training project is developed and administered by San Francisco State University's Department of Special Education, in cooperation with the Joint Doctoral Program in Special Education at the SFSU and the University of California-Berkeley. The project focuses on training doctoral candidates in early childhood special education and services. Candidates will be recruited from a variety of disciplines, including special education, communicative disorders, educational psychology, nursing, physical therapy, and social welfare. Candidates will complete all required courses within the doctoral core, as well as activities in the early childhood special education and services project. The leadership training program will feature courses in early childhood, a major position paper, participation in a research seminar in the focus area, and internship experiences. Both faculty-to-student and student-to-student mentorships will be used to support students in the program and enhance recruitment and retention. The majority of federal funds will be used for student support during coursework and internship experiences. Approximately 18 students will participate over a five-year period. At least half of the doctoral candidates are expected to be from historically under-represented racial/ethnic groups.

Grant Number: **H029D40024**

Leadership Personnel Preparation Project

Project Director: DUCHNOWSKI, ALBERT

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

UNIVERSITY OF SOUTH FLORIDA
DEPT SPECIAL ED
4202 FOWLER AVE
TAMPA, FL 33620-7900
(813)974-4661

Purpose: This project involves a doctoral leadership program, specializing in research and policy analysis, in the area of serious emotional disability. The program will prepare students as interdisciplinary, systemic researchers and change agents to improve services for children who have serious emotional disability and their families. The National Mental Health and Special Education Coalition has identified the preparation of professionals to work with children with serious emotional disabilities as the highest national training priority. This emphasis grows out of the failure of education and mental health professionals to develop a satisfactory knowledge base for the identification, treatment, and education of these children. The Coalition emphasized: * The interdisciplinary nature of serious emotional disability; * The critical role of parents and families in advocating for these children; * Conceptual and measurement problems associated with the identification and assessment of children with serious emotional disability; and * The culture and ethnic diversity of this population. This leadership preparation program will address these issues through a collaborative arrangement among the Hillsborough County Public School District and the University's Department of Special Education, the Florida Mental Health Institute, and the College of Public Health at the University of South Florida. The course of study will emphasize research, specialization, and clinical experience in which special education has a leadership role. A major portion of the training will occur in an applied setting which consists of an interdisciplinary and interagency arrangement for the purpose of developing, implementing, and investigating the efficacy of alternative models for providing quality education and related services for children with serious emotional disability.

Grant Number: **H029D40032**

Higher Education Disabilities Service Support Providers

Project Director: HUGHES, CHARLES

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1999

PENN STATE UNIVERSITY
DEPT SPECIAL EDUCATION & PSYCH
UNIVERSITY PARK, PA 16802
(814)863-1699

Purpose: Regulations for the Rehabilitation Act of 1973, Section 504, guarantee entrance of qualified students with disabilities into colleges, universities, and trade schools that receive any form of federal assistance, including direct financial aid to students. Because of these legislative mandates, an increasing number of young adults with disabilities are seeking admission to, and enrolling in, colleges and universities. In response to the growing number of postsecondary students with disabilities, institutions of higher education are faced with the charge of providing services and programs to accommodate the needs of eligible students. An important phase in this development is the hiring of key personnel with qualifications to develop and administer programs and services for college students with disabilities. It is the purpose of this project to address this need. Six doctoral students will be trained over a five-year period. Graduates will be qualified for positions as directors and developers of programs and services for individuals with disabilities in higher education settings. Competencies will be taught through coursework (e.g., special graduate level seminars specific to higher education and disability issues, coursework in such areas as administration and counseling, and typical doctoral requirements, in research, proposal writing, and statistics), and internships (a requirement for 900 hours of work with the Penn State Office for Disability Services over a three-year period, and a full-time supervised 12-week internship at a high quality college, university, or agency). Students will also write a series of three publishable papers on postsecondary disability services, in addition to the dissertation.

Grant Number: **H029D40033**

Leadership Personnel Preparation in Early Childhood Special Education

Project Director: HANLINE, MARY FRANCIS

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

FLORIDA STATE UNIVERSITY
DEPT SPECIAL ED
TALLAHASSEE, FL 32306
(904)644-4880

Purpose: This project will improve and expand the existing Early Childhood Special Education (ECSE) doctoral program at Florida State University. Modifications to the existing program are based on evaluation data gathered over three years and on continuing needs of the field of ECSE. Changes include increased emphasis on research skills and policy issues, along with expanded opportunities for leadership practica experiences. These changes require greater collaboration between the Departments of Special Education and Educational Foundations and Policy Studies at the University, as well as the expansion of practicum experiences in the Florida Department of Education, local school districts, and the diverse programs providing services to young children with disabilities and their families. The project's second purpose is to support ten full-time Ph.D. students over the course of the five-year grant cycle. It is anticipated that an initial cohort of five students will complete the program in three years. After three years, a second cohort of five students will be supported, and this second cohort is expected to complete their degrees in three years of study (their third year being funded by monies from the University's Department of Special Education). Graduates will be prepared to assume leadership positions in teacher preparation, research, administration and supervision.

Grant Number: **H029D40037**

Preparation of Leadership Personnel: Special Education Community-Based Integrated Services Training Program

Project Director: PARKER, RICHARD

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

TEXAS A&M UNIVERSITY
DEPT EDUCATION PSYCH
COLLEGE STATION, TX 77843-4225
(409)845-7505

Purpose: This project will prepare future leaders to: * Develop, consult with, and evaluate community-integrated special education programs; * Develop university training programs, instruct, and mentor students in community-integrated special education programs; * Conduct, publicize, and guide research in the problems and solutions of community-integrated special education programming. Besides the major focus on community-based integrated services, the project will also emphasize minority populations and cross-categorical mild-to-moderate learning and behavioral disabilities. Highlights include: * Field-based development, evaluation, and research activities in communities with large minority populations and with multi-agency involvement; * Instruction in systems change, community schools, and program evaluation; * A conceptual strand in social service areas other than education (e.g., community health, recreation and fitness, employment, law enforcement); * Student organizing and presenting community workshops on the theme of cross-agency collaboration. Four to six students per year will join the three-year program. Graduates will be prepared to assume leadership roles in colleges and universities, although they will also be able to compete for senior positions in consultation and program directorships. This project builds on an unfunded program begun two years ago. The current skeleton program shows promise but requires additional funds to meet its full objectives.

Grant Number: **H029D40044**

Training Leadership Personnel in School Psychology & Attention Deficit Hyperactivity Disorder

Project Director: SCHAUGHENCY, ELIZABETH

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
SCHOOL OF PSYCH PROGRAMS
COLLEGE EDUCATION
EUGENE, OR 97403
(503)346-2146

Purpose: An urgent need exists for school psychologists who are prepared to engage in three major professional activities regarding students with attention deficit hyperactivity disorder (ADHD). First, school psychologists are needed to provide state-of-the-art services to students diagnosed with ADHD, with a focus on integrating skills in psychological and educational assessment; curriculum development; positive instructional and behavioral programming, and problem-solving consultation and collaboration with parents, students, and physicians. Second, school psychologists are needed to conduct applied research on school-based issues regarding assessment, intervention, and educational service delivery for students with ADHD. Third, school psychologists are needed to provide inservice and preservice training for professional educators regarding assessment, intervention, and educational service delivery for students with ADHD. This project addresses this need by training doctoral level school psychologists to provide exemplary services, research, and training with reference to ADHD. The rationale for the project rests on five perspectives on service delivery for children with ADHD: 1. ADHD requires multi-method, multi-informant assessment, as well as multi-agent intervention. As such, improving outcomes for children with ADHD requires skills in collaboration and communication with parents, teachers, physicians, and students. 2. Improving outcomes for students with ADHD requires both general and specific intervention skills (i.e., development, implementation, and evaluation) across several distinct areas, including: interventions for behavior problems at home and school, interventions for academic achievement, medical interventions, and social skills interventions. * Improving outcomes for students with ADHD requires skill in differential diagnosis to (a) identify children with ADHD in need of professional services, and (b) develop appropriate and effective educational programs. * Improving outcomes for children with ADHD requires continuing research efforts aimed at delineating and evaluating effective educational services involving assessment, intervention, and collaborative consultation. * Improving outcomes for children with ADHD requires continuing training efforts for inservice and preservice professionals, with respect to issues of assessment, identification, intervention, education, and overall service delivery. Professional preparation will be accomplished through five primary mechanisms. Participating graduate students will complete: * Didactic coursework focusing on assessment, intervention, and empirically based decision-making with regard to students with ADHD; * A series of school-based and clinic-based practica involving experiences with students who have ADHD, their teachers and their parents; * Supervised consultation experiences in assessment and intervention with children diagnosed with ADHD to provide opportunities for mastery of training activities; * Supervised research opportunities in assessment and intervention with children who have ADHD; and * Supervised college teaching, as well as inservice training opportunities regarding ADHD and related topics. Students' coursework will be supplemented by participation in didactic and field-based experiences, as well as research and training within the Child Development and Rehabilitation Center of the University of Oregon. Six doctoral trainees will be supported by the project each year, for a total of 15 doctoral level school psychologists with expertise in ADHD produced over the course of the five-year grant period. In addition, training opportunities supported by the project will be made available to other doctoral trainees in the School Psychology Program and related disciplines.

Grant Number: **H029D40054**

Preceptor Project Leadership Training Program

Project Director: TINDAL, GERRY

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
COLLEGE OF EDUCATION
170 COLLEGE EDUCATION
EUGENE, OR 97403
(541)346-1640

Purpose: The emphasis of this project is on training doctoral candidates to be competent researchers and to consider issues that are educationally and socially significant. A preceptor apprenticeship model of training will be used. This model provides candidates with specific, concrete solutions to problems that arise in teaching and providing services to students with disabilities. Not only do many teacher trainers and special education administrators lack this kind of background, but research indicates that effective educational leaders are ones who can demonstrate the ability to understand, monitor, and offer solutions to specific instructional issues. Training will occur in three main areas: educational research, instructional supervision, and college teaching. These areas are coordinated so that candidates continually build on past competencies. Candidates move from novice to senior (or mentor) researchers, teachers, and instructional supervisors in the source of their program, thus allowing them to eventually assist new doctoral students. Research training requires candidates to critically analyze educational research and apply their teaching and supervision experiences in a sophisticated, intelligent manner. Candidates will also teach a class for their college teaching experience. In doing so, they will link their supervision and research work to lectures and class activities, thus providing special education teachers with detailed and effective instructional techniques.

Grant Number: **H029D40055**

Leadership Preparation in Effective Behavioral Support & Emotional or Behavioral Disorders

Project Director: SUGAI, GEORGE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
COLLEGE OF EDUCATION
230 EDUCATION
EUGENE, OR 97403
(503)346-1642

Purpose: The major purpose of this project is to provide student support which would enable graduate students to participate in and benefit from specialized doctoral training. The project will assist in the preparation of professional personnel who (a) train teachers of children and youth with emotional or behavioral disorders, (b) conduct systematic research in effective behavioral support and emotional or behavioral disorders, and (c) administer programs serving this population of students. The project may be characterized as a specialized training experience that will be integrated into current doctoral training programs in the College of Education at the University of Oregon. There are several unique features. First, the project will expand the university's current school-based perspective in emotional or behavioral disorders to contemporary school and societal issues and problems — for example, dropping out of school, substance abuse, school and community violence, homelessness, poverty. In addition, more attention is given to emotional or behavioral disorders and the evolving relationship between general and special education (i.e., inclusion, mainstreaming, the regular education initiative). Finally, recent technologies in functional assessment and analysis, social skill instruction, proactive schoolwide management, and behavioral consultation will be emphasized. In addition to teacher training and research-related activities, participants will have access to a number of local and state programs that provide excellent service delivery, practicum experiences, and research models for advanced studies in emotional or behavioral disorders and effective behavioral support (e.g., Bethel, Eugene, and Springfield Public Schools; Oregon Research Institute; Oregon Social Learning Center; Teaching Research; Oregon Department of Education). Federal support will provide stipend and tuition assistance to doctoral students who otherwise could be unable to engage in advanced studies in emotional or behavioral disorders, especially on a full-time basis, for three to four years. Approximately five students per academic year will be supported over the five-year duration of the grant.

Grant Number: **H029D40062**

Leadership Training in Behavior Disorders and Transition

Project Director: HUGHES, CAROLYN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

VANDERBILT UNIVERSITY
DEPT SPECIAL ED
PEABODY COLLEGE
NASHVILLE, TN 37240
(615)322-8160

Purpose: This project will finance 21 doctoral students during a five-year period in order to provide leadership training in behavior disorders and transition. The Leadership Training Program in Behavior Disorders and Transition at Vanderbilt University addresses the needs to produce a cadre of professionals who can (a) train teachers and teacher trainers, (b) provide integrated, comprehensive service delivery, and (c) address post-school outcomes and transition. Accordingly, the program consists of three specialty strands that are coordinated through a set of core activities and competencies: (a) Leadership in Personnel and Teacher Training, (b) Leadership in Service Delivery, and (c) Leadership in Transition. Students will complete a series of internships across a variety of school, community, and state agencies throughout their doctoral program. They will also have access to an array of interdisciplinary faculty and coursework across departments within the university, in addition to cross-disciplinary community programs, facilities, and professional staff. In order to address the cultural diversity of students with serious emotional disturbance served in Middle Tennessee, minority recruitment for the program will be promoted vigorously by a cooperative agreement with the three historically black colleges in Nashville: Fisk University, Meharry Medical College, and Tennessee State University. A volunteer Advisory Board representing individuals with disabilities, parents, community agency personnel, local and state education agency personnel, case managers, juvenile justice officers, and advocates will provide input into program development and assist in monitoring and evaluating program effectiveness.

Grant Number: **H029D40067**

Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program

Project Director: BRICKER, DIANE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
CENTER HUMAN DEVELOPMENT
901 E 18TH AVE
EUGENE, OR 97403
(503)346-0807

Purpose: This project addresses the need for leadership personnel who are experts with infants, toddlers, and preschool aged children who are at risk or disabled, and their families. The program is designed to prepare a minimum of 10 doctoral students over a five-year period. Students will receive comprehensive training in 11 competency areas, including special education, early intervention/early childhood special education, interdisciplinary team collaboration, assessment/evaluation, supervision, clinical skills, program development, policy development, instructional skills, research and evaluation, writing and dissemination. Leadership qualities of self-evaluation, effective communication, incorporation of feedback, initiative, responsibility, decision making, time management, and professional involvement will be addressed. A cohesive set of course offering, in combination with a variety of field experiences, is planned. The project will carry out a noncategorical, competency-based course of study designed to prepare program developers, policy analysts/developers, university instructors, and applied researchers capable of leading and advancing early intervention/early childhood special education.

Grant Number: H029D40071

Post-Doctoral Fellowship Program in Applications of Technology in Special Education

Project Director: BLACKHURST, EDWARD

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF KENTUCKY
DEPT. SPECIAL ED
229 TAYLOR ED BLDG.
LEXINGTON, KY 40506
(606)257-7908

Purpose: This project will support the operation of a postdoctoral program that will provide training in applications of technology in special education. Funding will be used for postdoctoral fellowship awards to special education faculty members from institutions of higher education, administrators of special education programs, special education research and development specialists, or new graduates from doctoral programs who are interested in developing technology skills or refining existing ones. The project will provide fellowships for 40 people during its five-year duration. Each year, four postdoctoral fellows will be selected to participate in a four-month fellowship program during the academic year. Four additional people will be able to pursue similar activities during each two-month summer session that the project is in operation. Some fellows may pursue postdoctoral study for a full academic year or combinations of summers and single semesters. In such cases, fewer than the 40 projected fellows will participate in the program. Fellows must complete a technology self-assessment upon application to the program. A written Individualized Fellowship Plan (IFP) is then developed to guide the fellowship activities. Fellows may take courses, or portions of courses, from the eight courses on technology in special education that are offered in the Department of Special Education, or several other general technology courses offered at the University. They also may engage in independent study activities, observation and practica, consultation, or research and development activities as part of their fellowship program. This project builds directly on a similar program that has been in existence since 1986. That program has provided postdoctoral technology training to 35 special education leadership personnel from 30 different agencies in 21 states since its inception. This new project broadens the focus of the program by including new activities on the development and use of hypermedia and multimedia, use of digital technologies, comprehensive assistive technology applications, infusion of technology into preservice and inservice training, planning for technology applications in schools, and the use of technology tools to plan and conduct research in special education.

Grant Number: H029D40078

Doctoral Leadership Training in Early Childhood Special Education

Project Director: KAISER, ANN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

VANDERBILT UNIVERSITY
DEPT SPECIAL ED
BOX 328, PEABODY COLLEGE
NASHVILLE, TN 37240
(615)322-8150

Purpose: This project will use federal funds to support eight doctoral students over a five-year period. By the end of that period, trainees will have developed expertise in early development and intervention, in conducting and critically analyzing research in early childhood special education and in teacher training. Trainees will participate in the doctoral program in special education, earning the Ph.D. in Education and Human Development. The program emphasizes interdisciplinary knowledge in child development and early intervention as a basis for early childhood special education, and draws on a nationally recognized faculty in early childhood special education and related areas (developmental psychology, clinical psychology, medicine, nursing, and early education). The approach includes a Junior Colleague Training Model, didactic instruction, continuous participation in research, collaborative internships and the development of specific expertise in a subcomponent area of early childhood special education (e.g., language intervention, families, assessment, inclusion, infancy).

Grant Number: H029D40085

Clinical Research Training in Audiology

Project Director: WILEY, TERRY

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF WISCONSIN
DEPT OF COMMUNICATION DISORDERS
1975 WILLOW DR
MADISON, WI 53706
(608)262-3951

Purpose: This project is based on the premise that the majority of practicing audiologists are limited in terms of the knowledge and skills required for full-range management of hearing-impaired children. Many university training programs do not have the necessary diversity of faculty and staff for the comprehensive preparation of persons offering services to the hearing impaired, and the curriculum of many programs does not properly emphasize the principles of research and research consumerism. Surveys over the past 20 years have indicated that a large number of practicing audiologists are using clinical procedures and techniques that are counter to available scientific evidence. This project posits that the initial attack on this problem should be directed at the preparation of leaders/scholars who, in turn, will be able to: * Assess the validity and viability of technological and procedural advances in audiology; * Render state-of-the-art clinical services to hearing-impaired children; * Conduct in-field research; and * Supervise and instruct other clinicians. The project is focused on clinical problems and clinical research dealing with hearing impairment in children. The curriculum encompasses speech and language development; speech acoustics; speech perception; computer and technologic applications in speech, language and hearing; auditory disorders; speech and language disorders; and a variety of areas available in other departments throughout the university. The curriculum for each trainee will consist of a core of courses in the areas indicated above and additional courses based on each trainee s individual interests and career objectives. All trainees will participate in clinical and research rotations sequenced throughout their doctoral programs. Federal funds will be used for student support.

Grant Number: H029D40086

Preparing Leadership Personnel to Serve Students with Emotional/Behavioral Disorders

Project Director: YOUNG, RICHARD

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UTAH STATE UNIVERSITY
DEPT SPECIAL ED
LOGAN, UT 84322
(801)750-3246

Purpose: Utah State University will develop and implement a doctoral training program in emotional/behavioral disorders, which will also prepare doctoral candidates to work with persons with disabilities who are at risk of developing antisocial behavior problems. A key component is the involvement of a national faculty. Seven professionals from other institutions across the nation, all with expertise in behavioral disorders, will serve as a national advisory board, teach workshops and seminars on campus and via distance learning technology, and assist resident faculty and doctoral students in addressing social and behavioral problems of national significance. Program content will include coursework, seminars, supervised internship, and product development in five areas: * General special education; * Research; * A specialty area of emotional/behavioral disorders; * Personnel preparation; and * Supporting areas of coursework. Students will demonstrate competency in conducting research, writing research publications, teaching college courses, writing scholarly literature reviews, making professional presentations, and writing grant proposals.

Grant Number: H029D50007

Integrated Interdisciplinary Leadership Personnel Training for Early Childhood Language Intervention

Project Director: RICE, MABEL

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF KANSAS
INST LIFE SPAN STUDIES
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)864-4570

Purpose: This project will develop preschool language intervention specialists who can carry out doctoral level teaching and research on the topic of language intervention for young children. Training will be conducted by the University of Kansas Graduate Program in Child Language, Department of Speech-Language-Hearing, and Department of Human Development. The project will focus on an integrated interdisciplinary approach to early childhood language intervention in natural settings, including a multicultural, bilingual perspective. The interdisciplinary program will train personnel who can: * Synthesize an integrated, interdisciplinary knowledge base about early language acquisition and intervention; * Develop significant research dealing with language intervention in a fully inclusive setting; * Be knowledgeable about the ways in which bilingualism, multiculturalism, and family circumstances influence language acquisition and language intervention; and * Train future practitioners to provide early childhood language intervention services. Federal funds will cover stipends to support pre-doctoral trainees with prior academic or practical experience in the fields of speech/language pathology, early childhood education, developmental psychology, or special education. Special attention will be given the recruitment of American Indian leadership personnel as trainees.

Grant Number: **H029D50015**

Leadership Personnel Preparation Project

Project Director: TRAMILL, JEANNIE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

UNIVERSITY OF KANSAS
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)864-4950

Purpose: This project will prepare doctoral students in Advanced Systems and Services in Secondary Transitioning (ASSIST) to serve as leadership personnel for the provision of transition services for adolescents and youth adults with disabilities. The five graduate participants will receive a Ph.D. through the Department of Special Education at the University of Kansas, with an emphasis on interdisciplinary studies of students with disabilities at the secondary/transition level. The objectives include: * To develop a model program to prepare personnel to provide leadership in establishing comprehensive secondary and transition level policies and services for adolescents and young adults with disabilities; * To recruit high quality doctoral and post-doctoral students into the KU ASSIST program; * To teach course work and provide field experiences and internship settings which will provide opportunities for acquiring and demonstrating relevant skills, as well as provide working models of comprehensive transition policies and services for adolescents and young adults with disabilities; * To place graduates of the ASSIST program in leadership positions in institutions of higher education and/or agencies addressing transition issues for adolescents and young adults with disabilities; and * To disseminate the interdisciplinary model for preparing personnel to provide leadership in developing secondary and transition level policies and services for adolescents and young adults.

Grant Number: **H029D50019**

Educational Leadership Preparation Program to Support Learners with Severe Communication/ Behavior Disorders & Autism in Heterogeneous & Inclusive Settings

Project Director: DONNELLAN, ANNE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

UNIVERSITY OF WISCONSIN
WISCONSIN CENTER EDUCATIONAL RESEARCH
1025 W JOHNSON ST
MADISON, WI 53706
(608)263-4362

Purpose: This four-year project extends and expands a successful interdisciplinary doctoral program to produce educational leaders for the new era of education. The training emphasis has shifted from specialized services in integrated settings to full inclusion, support, and participation. At least nine qualified teachers and related services personnel will be trained to develop supportive and cooperative relationships with learners, teachers, parents, and support staff in general education and special education, curriculum, administration, policy, evaluation, research, reform, transition, collaboration, communication, movement/neuromotor disturbance, positive behavioral support, and service delivery from early childhood through transition to adult services. Trainees will be affiliated with the RRTC in Career Development for post-school issues and with the Trace Center to allow specialization in augmentive and assistive technology. The objectives of the project are to: * Train educational leaders who can successfully train teachers and others to work with learners labeled as autistic or as having other severe/communication disorders; * Train educational leaders to develop educationally relevant individualized educational programs for use in inclusive, integrated heterogeneous, racially and culturally diverse settings; to implement and train others to implement full functional analyses and positive behavior support programs; and to develop appropriate communication options with opportunities for appropriate social development; * Train educational leaders competent to design, implement and evaluate educationally relevant research; * Train educational leaders knowledgeable about educational administration and policy issues, and able to have a positive impact on general, inclusive, integrated, and special education, as well as transitional, vocational, residential, and rehabilitative services; * Train educational leaders able to participate successfully in legal due process proceedings and related activities as expert witnesses, and to function as independent evaluators for parents, school districts, agencies, and advocates; * Train educational leaders with skills and experiences to design and implement effective and functional inservice and workshop programs for: teachers, related service personnel, administrators, transitional vocational, rehabilitative and residential service providers, and others concerned with quality programs for individuals with severe communication/behavior disorders and autism; * Train educational leaders competent to deliver quality individual learner program consultation, technical assistance and evaluation services to: individual learners; educational personnel on the local, state and national levels; parents, community, vocational and residential agencies; administrators; speech/language clinicians; occupational therapists; physical therapists; and psychologists.

Grant Number: **H029D50025**

Leadership Personnel Preparation Project

Project Director: GAVILAN, MARISAL

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1999

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY PARK
MIAMI, FL 33199
(305)348-2097

Purpose: This project will establish a leadership track on integrated and inclusive schools within the existing doctoral program at Florida International University. The program will respond to the need for highly trained individuals with expertise in both research and teacher preparation, with a focus on the design and implementation of models for educating culturally and linguistically diverse children and youth with disabilities in integrated environments. Students will be recruited on the basis of their aptitude for and interest in teaching in higher education, obtaining supervisory and leadership roles in state and local education agencies, and conducting applied research within integrated and inclusive schools. Efforts will be made to recruit candidates whose ethnic backgrounds are representative of the South Florida pupil population. Retention strategies will be used to maintain these students in the program. The project brings together faculty from general education (elementary, secondary, and administration) and special education who, by virtue of a combined doctoral training program, will reflect the idea of integrated service delivery in the school for culturally and linguistically different exceptional students, and will contribute to each other's expertise while modeling the process of integration for their trainees. It is anticipated that up to eight doctoral students will be supported through graduation, and up to four additional students will obtain project support through one or two years of their program (with other support to complete their degrees after the project's conclusion). Five of these candidates are expected to be special education majors, and three will be general education majors. All will obtain a program focus on inclusive education for culturally and linguistically diverse children and youth. Each student will select a mentor from among the faculty members involved in the program. Two of these faculty members will serve as general mentors for all program students and maintain the program's focus.

Grant Number: **H029D50027**

Interdisciplinary Leadership Training Program

Project Director: LINDER, TONI

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1999

UNIVERSITY OF DENVER
COLLEGE EDUCATION
DENVER, CO 80208
(303)871-2474

Purpose: This collaborative project involves three doctoral programs (early childhood special education, social work, and school psychology) of Denver University and the Colorado University Affiliated Program. It addresses the need for personnel at the doctoral level who have experience in interdisciplinary and interagency practice. Graduates will be prepared with skills in teaching, research, clinical practice, and policy implementation. Denver University will provide the core doctoral training experience in the three disciplines, plus key interdisciplinary course work and teaching experiences. With its combined mission of training, exemplary clinical service, outreach, research, and dissemination, the Colorado University Affiliated Program will provide critical interdisciplinary experience for trainees across the many roles expected of leadership personnel. Trainees will take interdisciplinary core course experiences and field experiences as a cognate, in addition to their regular doctoral programs of study. They will receive training in key leadership roles through the many programmatic efforts of the University Affiliated Program.

Grant Number: **H029D50040**

Preparation of Leadership Personnel in Multicultural Communication Sciences and Disorders

Project Director: MARQUARDT, THOMAS

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

UNIVERSITY OF TEXAS
DEPT SPEECH COMMUNICATION
PO BOX 7726
AUSTIN, TX 78713-7726
(512)471-6831

Purpose: The goal of this project is to increase the number of leadership personnel trained at the doctoral level in the area of multicultural issues in communication sciences and disorders. There is not only a critical shortage of doctoral personnel in communication disorders, but also an alarming shortage of doctoral personnel from minority backgrounds, particularly Hispanic backgrounds. This need can be expected to increase with changing demographics. The objectives of this project are: * To recruit students (especially those from Hispanic backgrounds) who will complete the doctoral program with a multicultural emphasis in communication sciences and disorders; * To develop the necessary skills for doctoral students to become expert teachers of multicultural trainees in university preservice programs; * To develop the necessary skills for doctoral students to produce expert research dealing with multicultural issues in communication sciences and disorders; and * To assist doctoral students in developing inservice training for practitioners in the field who are providing services to children from diverse cultural backgrounds. The project will maintain a mentor-based research focus on multicultural issues, and provide an interdisciplinary curriculum within the doctoral track on Language and Culture. There is a focused plan for developing teacher effectiveness.

Grant Number: **H029D50043**

Leadership Personnel Preparation Project

Project Director: SHERIDAN, SUSAN

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

UNIVERSITY OF UTAH
SALT LAKE CITY, UT 84112
(801)581-5579

Purpose: This project responds to state, regional, and national needs to train school psychologists as consultants to parents and teachers of children with disabilities in the regular classroom. Its focus is on promoting the preparation of integrated professionals, including a focus on training school psychologists in validated, state-of-the-art techniques to benefit children and youth with disabilities. A consultation specialization will be developed in the School Psychology Program at the University of Utah. Specifically, the consultation specialization will emphasize conjoint behavioral consultation, which coordinates services delivered by all service providers, including school psychologists, parents, general and special education teachers, and additional support staff, when appropriate. The project promotes cooperation among school psychologists, families, special education, general education, and public and private agencies. A central feature is the systematic involvement of parents in the education of their children with disabilities. This is a four-year project designed to recruit and train give school psychology doctoral students per year. As part of their experiences in the program, each of these students will work with five parents and teachers of children with disabilities in the general education classroom each year, benefiting up to 25 parents, teachers, and students annually and up to 100 parents, teachers, and students over the duration of the project. The project was developed with attention to Utah's Comprehensive System of Personnel Development, and it has received support from the Utah State Office of Education, the University's Departments of Educational Psychology and Special Education, numerous school districts, and support groups that have expressed a desire to participate.

Grant Number: **H029D50045**

Preparing Special Education Leadership in Context of Educational Reform: Meeting National Education Goals & School to Work Transition Needs

Project Director: JOHNSON, DAVID

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

UNIVERSITY OF MINNESOTA
107 BURTON HALL
178 PILLSBURY DR
MINNEAPOLIS, MN 55455
(612)624-1062

Purpose: This project is a cooperative effort among the University of Minnesota's Department of Educational Policy and Administration (Special Education Administration), Department of Educational Psychology (Special Education Programs), National Center on Educational Outcomes, and National Transition Network (a center of the Institute on Community Integration). The program to be developed will prepare doctoral students for leadership positions in research, teacher education, program development, policy making, and administration. The University of Minnesota is the only doctoral granting institution in the state and one of the largest research institutions in the Midwest. In the past, there has been no established leadership development emphasis on transition assistance for students with disabilities and families, or on general reform issues, within the doctoral programs in the Departments of Educational Policy and Administration or the Department of Educational Psychology. Over the past several years, however, key faculty and staff of these departments, the National Center on Educational Outcomes and the Institute on Community Integration have undertaken various initiatives that have led to the conceptualization of this new program. An Interdisciplinary Faculty Advisory Committee and a Community Planning Team will develop a carefully structured and intensive program of graduate study and applied leadership training experiences. This program will include several components: * Develop and monitoring of individual leadership training plans in consultation with interdisciplinary faculty to ensure that all trainees receive multi-disciplined advisement and extensive mentoring opportunities with key research faculty and staff; * In-depth interdisciplinary course work that provides trainees with specific foundations, principles, and expertise in research methods, program design, public policy, and administration in special education and related fields (vocational education, social work, family studies, etc); * In-depth interdisciplinary experiences that provide trainees with foundations and methodological expertise outside their primary disciplines; * Supervised leadership training practicums with the National Center on Educational Outcomes, National Transition Network, and/or other relevant state and local agencies; * A specialized research policy and practice seminar series (offered annually) for program trainees, addressing critical issues in relation to the National Education Goals and facilitating school-to-work and adult transition of youth with disabilities; and * Ongoing evaluation of trainees progress by advisors and the interdisciplinary faculty advisory committee.

Grant Number: H029D50047

Leadership Preparation for Collaborative Service Personnel

Project Director: WILLIAMS, BRENDA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

COLLEGE WILLIAM & MARY
SCHOOL EDUCATION
WILLIAMSBURG, VA 23187
(804)221-2325

Purpose: As the roles and responsibilities of both special education and general education administrators have changed during this period of educational reform, it has become increasingly apparent that advanced graduate preparation is necessary to prepare administrators for leadership roles in tomorrow's schools. The objectives of this leadership preparation project are to: * Recruit, enroll, and support highly qualified and culturally diverse doctoral students who are capable of completing a competency-based program in leadership for cooperative service delivery; * Implement a comprehensive leadership preparation program that ensures proficiency in those competencies essential to cooperative planning, implementation, and evaluation of programs for students with disabilities in inclusive settings; * Monitor student progress and achievement of project objectives; and * Dissemination information on the work of the project. The project features advanced curricula to develop an extensive knowledge base in educational administration, special education leadership, and public policy. Extensive clinical and field-based experiences will ensure relevant application of administrative theory, research, and evaluation practices. There is also an emphasis on developing cultural competency and addressing challenges for educating students with disabilities in urban settings. The project will coordinate its recruitment efforts with the historically Black colleges and universities in the region. Ten doctoral students will be enrolled in this program during the project cycle, with federal support.

Grant Number: H029D50052

Nevada UAP Interdisciplinary Leadership Program in Special Education

Project Director: JOHNSON, JOANN

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

UNIVERSITY OF NEVADA
MAIL STOP 278
RENO, NV 89557
(702)784-4921

Purpose: This project will develop an Educational Leadership Program at the Nevada University Affiliated Program in Developmental Disabilities. Students will receive comprehensive training in 12 competency areas: knowledge of general special education; knowledge of secondary core areas; family interaction and community resources; interdisciplinary team cooperation; assessment and evaluation; supervision; clinical skills; program development; policy development; instructional skills; research and evaluation; writing and dissemination. Leadership qualities of self-evaluation, effective communication, incorporation of feedback, initiative, responsibility, decision-making, time management, and professional involvement will also be addressed. A cohesive set of course offerings, in combination with a variety of field experiences, are planned. The non-categorical competency-based course of study will prepare program developers, policy analysts and developers, university faculty members, administrators for school district or agency programs, and applied researchers capable of leading and advancing the field of special education. The project will support ten students over a four-year period.

Grant Number: **H029D50053**

Doctoral Training Program in Families & Disability: Focusing on Transition, Goals 2000, & Multiculturalism in Preparing Special Ed Leadership Personnel

Project Director: TURNBULL, ANN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

UNIVERSITY OF KANSAS
DEPT SPECIAL ED
3001 DOLE BLDG
LAWRENCE, KS 66045
(913)864-7600

Purpose: This project will prepare doctoral students in Advanced Systems and Services in Secondary Transitioning (ASSIST) to serve as leadership personnel for the provision of transition services for adolescents and youth adults with disabilities. The five graduate participants will receive a Ph.D. through the Department of Special Education at the University of Kansas, with an emphasis on interdisciplinary studies of students with disabilities at the secondary/transition level. The objectives include: * To develop a model program to prepare personnel to provide leadership in establishing comprehensive secondary and transition level policies and services for adolescents and young adults with disabilities; * To recruit high quality doctoral and post-doctoral students into the KU ASSIST program; * To teach course work and provide field experiences and internship settings which will provide opportunities for acquiring and demonstrating relevant skills, as well as provide working models of comprehensive transition policies and services for adolescents and young adults with disabilities; * To place graduates of the ASSIST program in leadership positions in institutions of higher education and/or agencies addressing transition issues for adolescents and young adults with disabilities; and * To disseminate the interdisciplinary model for preparing personnel to provide leadership in developing secondary and transition level policies and services for adolescents and young adults.

Grant Number: **H029D50062**

Post Doctoral Training in Early Childhood Language: Applied Research & Applications to Practice

Project Director: WILCOX, JEANNE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

ARIZONA STATE UNIVERSITY
DEPT SPEECH & HEARING
PO BOX 870101
TEMPE, AZ 85287-0102
(602)965-9394

Purpose: The provision of early, effective communication and language interventions is a key factor in facilitating learning readiness in young children with disabilities. Although the empirical knowledge base regarding effective communication and language interventions is substantial and growing, the translation of such knowledge into effective practices is increasingly identified as a pervasive problem and has led to much discussion of the "research to practice gap." Various reasons have been posited for this gap, including: * A lack of awareness among practitioners of the array of validated intervention approaches and, accordingly, a reliance on practices that lack empirical support; * The fact that many practices developed under experimental conditions are not easily adapted, or even relevant, for typical practice conditions; * A view of practitioners as appliers rather than contributors of knowledge; * An over-reliance by researchers on methodologies that are not capable of addressing relevant issues for practice; and * A tendency to train researchers in experimental, rather than applied, research design and methods. In responses to these issues and needs, this project will provide training opportunities for post-doctoral personnel to enable acquisition and improvement of applied research skills. This is an interdisciplinary effort that involves various departments and colleges of Arizona State University and Southwest Human Development (a major regional human services agency). Training will be provided to six post-doctoral personnel over the course of the project. Personnel with a primary interest in applied research in early childhood language and with doctoral degrees in speech and hearing science, developmental psychology, early childhood special education, or other related disciplines will be eligible for participation in project activities. The participatory research model will allow practitioners to assume collaborative roles as co-researchers in the design and implementation process. Through completion of individually determined activities, the post doctoral fellows will acquire and/or enhance competencies relative to: (a) the application of the participatory research model; (b) evaluation of existing research and its relevance and/or applicability to practice; (c) translation of existing research to practice; and (d) the design, implementation, and evaluation of research that is directly applicable to practice.

Grant Number: H029D50063

Training Leadership Personnel to Address the Needs of Preschoolers Who Engage in Challenging Behavior

Project Director: REICHLE, JOE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

UNIVERSITY OF MINNESOTA
DEPARTMENT OF COMMUNICATION DISORDERS
164 PILLSBURY DR SE
MINNEAPOLIS, MN 55455
(612)624-3322

Purpose: This project will create a new concentration of transdisciplinary study to prepare doctoral students and post-doctoral associates to address cutting-edge research, personnel preparation, policy and direct service delivery practices to improve the provision of behavioral support plans for preschoolers with disabilities who have a propensity to engage in challenging behavior. During the 48-month project period, six doctoral students and four post-doctoral associates representing speech-language pathology, special education/early childhood, and school psychology will be prepared. Particular attention will be given to content competencies that address challenging behavior (including exemplary assessment and proactive intervention strategies), racial/cultural diversity and its influence on intervention practices in home environments, and inclusive educational practices. Process competencies will focus on skills required to engage in research, training, technical assistance, service delivery, and educational policy. This project emphasizes collaboration within university departments, between major universities, and between public schools and university preservice training programs. Providing cooperation at all three levels will allow trainees to: * Act as teaching assistance in both university preservice and inservice course work; * Participate as interns to professional organizations responsible for generating and enforcing public policy; * Deliver longitudinal and programmatically explicit technical assistance to professionals, paraprofessionals, and parents who regularly interact with individuals who have severe and multiple disabilities; and * Participate in the design and implementation of research to enhance our ability to serve children and youth with severe developmental disabilities in inclusive educational settings.

Grant Number: H029D50064

Leadership for the Field of Learning Disabilities

Project Director: Hatley, Josephine

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

UNIVERSITY OF PITTSBURGH
SCHOOL EDUCATION
350 THACKERY HALL
PITTSBURGH, PA 15260
(412)648-7080

Purpose: In a world where only change can be taken for granted, we must be prepared to educate our doctoral students to evaluate and integrate new knowledge as it is generated, to take a well reasoned stand which is open to informed change reflecting growth in the knowledge base; to generate new knowledge and advances in the field; and to understand the broader world of education in which special education and learning disabilities are nested. Trainees in this program will develop expertise through a series of courses, a Professional Seminar, research apprenticeships, and teaching internships. Their doctoral preparation will be multidisciplinary. Graduates will be prepared to provide inservice and preservice education for teachers of students with learning disabilities, to conduct and publish scholarly research which furthers the knowledge base and improves practice in the learning disabilities field, and to occupy positions of leadership at local, state, or national levels. The project will fund five doctoral students each year. Graduates will be well versed in Goals 2000, school restructuring issues, and other issues common across education, so that they can assume leadership in the educational community and ensure that the teachers they train will be able to assume appropriate cooperative roles in schools. Graduates will also be active researchers who have participated in and presented the results of numerous studies, and who understand the proper conduct of qualitative and quantitative research. They will be able to design conceptually sound, research-based courses for the preparation of future teachers in learning disabilities. Course work, mentored research, college teaching, and supervision of interning teachers are all parts of the project. The Professional Seminar is of particular interest, since it encourages participation in a collegial team conducting ongoing investigations, and the construction of an ideal program of teacher preparation which reflects the goals of education within a broad context. Because discussion is expected to lead to expanding knowledge which, in turn, generates more questions and inquiry, the focus of the Professional Seminar will be rotated. During the first year, it will be devoted to research; during the second year, to teacher preparation and policy (examining what LD teachers need to know, restructuring, outcomes for students with LD, subject matter content, teaching pedagogy). By alternating topics across the years, current and future students will have continually changing themes for discussion. In a world where only change can be taken for granted, we must be prepared to educate our doctoral students to evaluate and integrate new knowledge as it is generated; to take a well reasoned stand which is open to informed change reflecting growth in the knowledge base; to generate new knowledge and advances in the field; and to understand the broader world of education in which special education and learning disabilities are nested. Trainees in this new doctoral program in learning disabilities will develop this expertise through a series of courses, a Professional Seminar, research apprenticeships, and teaching internships. Their doctoral training will be multidisciplinary. Graduates will be prepared to provide inservice and preservice preparation for teachers of students with learning disabilities, to conduct and publish scholarly research which furthers the knowledge base and improves practice in the LD field, and to occupy positions at local, state, or national levels. Graduates will also be well versed in Goals 2000, school restructuring issues, and other issues common across education. They will be active researchers who have participated in and presented the results of numerous studies, and who understand the proper conduct of qualitative and quantitative research. They will be able to design conceptually sound, research-based courses for preparing future teachers in learning disabilities. Five doctoral students will be funded each year. Course work, mentored research, college teaching, and supervision of interning teachers are all part of the program. Of particular interest are the Professional Seminars, which encourage participation in a collegial team conducting ongoing investigations, and the construction of an ideal program of teacher preparation which reflects the goals of education within the broad context, as well as convergent findings in research with LD students. The focus of the Professional Seminars will rotate, so that the first year will be devoted to research and the second year to teacher preparation and policy. By alternating topics across the years, current and future students will have continually changing themes for discussion.

Grant Number: H029D50066

Bilingual/Multicultural Special Education Doctoral Program

Project Director: GALLEGOS, ANNE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

NEW MEXICO STATE UNIVERSITY
COLLEGE EDUCATION
PO BOX 30001, DEPT 3R
LAS CRUCES, NM 88003
(505)646-5873

Purpose: This project is one of a group of projects funded to prepare doctoral and/or post-doctoral level personnel to serve as personnel trainers, researchers, administrators, supervisors, and other specialists.

Grant Number: H029D50067

Leadership Personnel Preparation Project

Project Director: La Sasso, Carol

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

GALLAUDET UNIVERSITY
800 FLORIDA AVE, NE
WASHINGTON, DC 20002
(202)651-5530

Purpose: Federal funds will be used by Gallaudet University to enhance and broaden the impact of a four-year old Ph.D. program in Deaf Education. The goal of the project is to improve the doctoral programs in ways that will result in: (a) the preparation of well qualified leadership personnel, (b) in numbers that significantly impact on national personnel needs in Deaf Education, (c) in a program that addressed identified current needs in the field, (d) in a manner that is efficient and effective. The design of the project is based on four objectives related to: recruitment and retention of students; program development and re-accreditation; project management; and evaluation and dissemination. Recruitment efforts will target two groups: (a) applicants who are themselves deaf and/or are from under-represented racial/ethnic groups (especially Black, Hispanic, and Asian Pacific applicants), and (b) currently employed leadership personnel who are reluctant, for financial reasons, to leave their jobs to pursue doctoral studies. Program development needs to be addressed relate to: * The addition of three new concentration areas (school to work transition, deaf studies, interactive instructional media) that reflect current needs in the field; * The modification of the delivery system to make the program more appealing to currently employed leadership personnel; * Increased two-way interaction with higher education institutions and instructional programs through the creation of an Advisory Board and linkage with a Professional Development Schools project; and * Securing NCATE re-accreditation. The expansion of concentration area options is not expected to result in the need to add more courses. Students selecting the new concentration areas will take concentration area courses in the departments at Gallaudet and through the Consortium of Washington, DC, Universities. More than two-thirds of the federal funds are assigned to student stipends and student travel. The remaining funds are for improvement initiatives as described above.

Grant Number: H029D50069

Multicultural Doctoral Program for the Preparation of Speech-Language Pathologists & Audiologists

Project Director: PROCTOR, ADELE

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1999

UNIVERSITY OF ILLINOIS
DEPT SPEECH HEARING SCIENCES
109 COBLE HALL
CHAMPAIGN, IL 61821
(217)333-2230

Purpose: The University of Illinois-Champaign will use its federal grant to establish doctoral training of minority speech-language pathologists and audiologists. There is a national need for doctoral graduates in communication sciences and disorders who are trained in a range of diversity issues and who must develop innovative research practices relative to under-represented groups, including those with limited English proficiency (LEP). The goal of the doctoral program is two-fold: * To prepare culturally and linguistically diverse students to earn the Ph.D., in Speech-Language Pathology or Audiology; and * To concurrently train these same students in how to design and implement culturally sensitive research that will enhance the quality of assessment and intervention practices in the communication sciences and disorders. The minority graduates of this program will be prepared to successfully compete for leadership positions in higher education and to continue their own multicultural research initiatives. To achieve the overall objective, and consistent with the Multicultural Action Agenda 2000 proposed by the American Speech, Language, and Hearing Association, the Department of Speech and Hearing Sciences has revised its curriculum. The new curriculum integrates multicultural information in longstanding courses and hew new courses dedicated solely to multicultural concerns. The Multicultural Doctoral Program is based on a strong mentorship model. Mentorship will provide personal support, as well as measures to facilitate the development of scholarship, teaching, research, and professional socialization.

Grant Number: H029D60004

Interdisciplinary Preparation of Leadership Personnel in Early Intervention & Prevention of Developmental Disabilities

Project Director: Kaczmarek, Louise

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Pittsburgh
Dept. Of Communications
3600 Forbes Ave., Suite 500
Pittsburgh, PA 15213
(412)648-7449

Purpose: Fifteen doctoral students in special education, administrative and policy studies, and communication disorders will develop the expertise needed to develop interdisciplinary research programs, service delivery systems, and policy that reduces preventable neuro-developmental disabilities and enhances the quality of life for children with disabilities and their families.

Grant Number: H029D60005

Leadership 2000: A Unified Early Childhood and Early Childhood Special Education Doctoral Program

Project Director: Correa, Vivian

Beginning Date: Aug 1, 1996
Ending Date: Jul 1, 2000

University of Florida, Dept. of Special Education
G 315 Norman Hall
Gainesville, FL 32611-7050
(904)392-0701

Purpose: This unified doctoral preparation program supports up to 18 students to be trained as researchers, administrators, supervisors, and teacher educators in early childhood education and early childhood special education. The program emphasizes inclusive education and collaborative teacher education; a rich field-based context for research, teaching, and service; and interdisciplinary preparation.

Grant Number: H029D60017

Preparation of Leadership Personnel: School Psychology Training in Community-Based Integrated Services

Project Director: Ford, Laurie

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of South Carolina, Dept. Of Psychology
Columbia, SC 29208
(803)777-4373

Purpose: This project aims to prepare future leaders to develop community-based integrated service delivery programs for children and youth with disabilities and their families, develop university training programs for school psychologists, and conduct research in the problems and solutions of community-based integrated services.

Grant Number: H029D60025

Doctoral Training Program in School Psychology/Special Education and the Hispanic Child with Disabilities

Project Director: Ochoa, Salvador

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2000

Texas A&M University, Dept. of Educ. & Psych., Box 3578
College Station, TX 77843
(409)845-8734

Purpose: This project will recruit and train doctoral level bilingual educational leadership personnel in school psychology/special education with an emphasis on disabled Hispanic children and youth. Coursework will be developed pertaining to bilingual special education, effective classroom practices, child and family therapy, and practicum experiences.

Grant Number: H029D60035

Collaborative Preparation of Leadership Personnel to Facilitate Language Use by Children and Youth with Disabilities

Project Director: Halle, James

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 2000

University of Illinois, Dept. of Special Education
288 Education Building
Champaign, IL 61820-6990
(217)333-0260

Purpose: This project will prepare individuals to conduct research, teach, and supervise students with communication disabilities in applied settings, and to deliver technical assistance to professionals serving children and youth with communication disabilities. Competencies will include the ability to bridge special education and speech-language pathology through transdisciplinary collaboration.

Grant Number: H029D60038

University/School Partnerships: Leadership Preparation Dedicated to Collaboration, Urban Education and Inclusion

Project Director: Shaw, Stan

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Connecticut, School of Education
U-64, 249 Glenbrook Rd.
Storrs, CT 06269-2064
(860)486-0208

Purpose: This leadership program aims to prepare school leaders and university faculty who have knowledge and skills necessary to create and sustain professional development schools—partnerships between schools and universities designed to enhance the learning of all students through the unification of general and special education personnel preparation programs.

Grant Number: H029D60040

Preparation of Leadership Personnel

Project Director: Greenwood, Charles

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

University of Kansas, Institute for Life Span Studies
1052 Dole Building
Kansas City, KS 66045
(913)321-3143

Purpose: This project will provide assistance for up to 16 selected special education professionals to complete a one- or two-year post-doctoral fellowship, with training focusing on research knowledge and skill concerning appropriate, effective practices for minority and non-minority students with disabilities witin urban school settings.

Grant Number: H029D60041

Preparation of Leadership Personnel for Communication and Literacy in African American Children and Youth

Project Director: Pollack, Karen

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Memphis
Memphis, TN 38152
(901)678-5800

Purpose: This project is designed to prepare scholars to assume leadership roles in research on communication and literacy in African American children and youth, and to prepare scholars to educate future speech-language pathologists to work collaboratively with educators to improve the communication and literacy skills of African American children and youth.

Grant Number: H029D60043

Leadership for Full Participation of Youth in Secondary Education and Transition

Project Director: Kochhar, Carol

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

George Washington University, School of Education
2121 I St. NW., 6th Floor
Washington, DC 20052
(202)994-1536

Purpose: This program proposes to train a total of 32 leadership personnel: 12 completing the full Special Education program, and 20 participants in the Full Participation-Collaboration core: 6 in Curriculum and Instruction, 8 in Rehabilitation and School Counseling, and 6 in Educational Administration. This project responds to three priorities: collaboration, professional development, and underrepresentation.

Grant Number: H029D60048

University of Utah Leadership Training Grant

Project Director: Hardman, Michael

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

University of Utah, Dept. of Special Education, 225 MBH
Salt Lake City, UT 84112
(801)581-4082

Purpose: This leadership training project aims to prepare eight doctoral-level students to assume leadership positions in higher education and other educational and community service agencies. The curriculum will develop competencies in two general areas: exemplary program for individuals with disabilities, and research and training.

Grant Number: H029D60054

Preparation of Leadership Personnel: Combined Generic-Specialty Doctoral Training Program

Project Director: Simpson, Richard

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Kansas, Dept. of Special Education
3001 Dole Bldg.
Lawrence, KS 66045
(913)588-5955

Purpose: This project to prepare future teacher educators, researchers, supervisors/managers, and clinicians has a generic component which focuses on children and youth with either mild/moderate or severe/profound disabilities and a specialty component focusing on autism, attention deficit hyperactivity disorder, and traumatic brain injury.

Grant Number: H029D60057

Training Leadership Personnel in Curriculum-Based-Measurement, Curriculum-Based-Assessment and a Problem-Solving Model

Project Director: Shinn, Mark

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Oregon, College of Education, School Psychology Program
Eugene, OR 97403
(541)346-2144

Purpose: This training grant aims to produce doctoral-level personnel who can provide leadership in implementation of curriculum-based measurement/curriculum-based assessment (CBM/CBA) in a problem-solving model, provide appropriate preservice training with CBM/CBA to other educational personnel, and contribute to the knowledge base on effective CBM/CBA assessment practices

Grant Number: H029D60061

Project Bridges: Preparation of Leadership Personnel; Bridging Learning and Leadership Through Apprenticeship

Project Director: Simmons, Deborah

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

University of Oregon, College of Education
Eugene, OR 97403
(541)346-3486

Purpose: This project emphasizes preparation of candidates to be competent researchers, teachers, and supervisors who can provide concrete solutions to problems that arise in teaching students with learning disabilities or academic learning problems, with specific competence in design and delivery of effective instruction with a focus on literacy, and the systematic linkage of theory and practice.

Grant Number: H029D60065

Preparation of Leadership Personnel for Responsible Inclusion: Working Together to Provide Equity Education

Project Director: Emery, Margaret

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

Clemson University, College of Health, Educ. and Human Development
300 Brackett Hall, Box 345702
Clemson, SC 29634
(864)656-4488

Purpose: The goal of this project is to prepare 24 inclusion specialists through the development of a new integrated training model. Program graduates will receive a PhD in Curriculum and Instruction with a specialization in inclusion.

Grant Number: H029D60067

Preparation of Leadership Personnel in Seriously Emotionally Disturbed/ Behaviorally Disordered with Focus/Collaboration on Underrepresented Populations

Project Director: Bullock, Lyndal

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2000

University of North Texas, Programs in Special Education
P.O. Box 50599
Denton, TX 76206-0599
(940)565-3583

Purpose: This doctoral leadership program utilizes a "mentorship" model and has strong emphasis on practical applications of research and technology, collaborative skills with regular educators and community agency personnel, cultural competence, developing teaching and supervisory skills, and network development.

Grant Number: H029D70001

Doctoral Training in Early Childhood, Families and Early Intervention

Project Director: Odom, Sam

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

University of North Carolina at Chapel Hill, School of Education
CB 4100 300 Bynum Hall
Chapel Hill, NC 27599-4100
(919)962-5579

Purpose: This new project, a Leadership Training Program in Early Childhood, Families, and Early Intervention at the University of North Carolina at Chapel Hill, will incorporate a transitional model of training in which students move from a mentorship role to a junior colleague role during the course of their training.

Method: Over the four year period, the program will enroll and train 36 doctoral level professionals from education and school psychology, as well as the related disciplines of developmental psychology, maternal and child health, social work, and nursing. This design reflects the views that professional preparation now incorporates a range of methodologies, more participatory in nature, and that the student-in-training is a learner, a thinker, and a problem solver, rather than the "researcher-as-expert" paradigm that used to be held as a model.

Grant Number: H029D70006

American Indian Leadership Training in Special Education and Educational Admininstration

Project Director: Gakar, Amma H.; Tippeconnic, John W.
Beginning Date: Aug 15, 1997
Ending Date: Aug 14, 2001

Pennsylvania State University
Special Education
110 Technology Center
University Park, PA 16802-3206
(814)865-0596

Purpose: The purpose of this project is to prepare six American Indian/Alaska Natives to be leaders in special education by completing doctoral degree programs in either Special Education or Educational Administration at Penn State University. The programs will focus on special education, educational administration, leadership, and Indian education. Graduates will be able to assume leadership positions in schools, tribes, colleges and universities, or professional organizations that provide special education services to Indian people.

Method: This new doctoral program expands Penn State s current American Indian doctoral program in Special Education to the area of Educational Administration and generally enhances special education s capacity for quality preservice training. The six students funded by the program will major in Special Education with a strong emphasis in Educational Administration. Leadership development and Indian education will be a focus of the program. The program will allow graduates to conduct research in the areas of American Indian Special Education and Administration, to administer and develop specialized teacher training programs, to seek positions as administrators of programs designed for American Indian students with disabilities, or to become regular school administrators who emphasize special education school-wide.

Grant Number: **H029D70010**

Training Pediatric School Psychologists: Preparing Leaders to Address the Health Needs of Children with Emotional/Behavior Disabilities

Project Director: Shapiro, Edward

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

Lehigh University
College of Education
526 Brodhead Ave.
Bethlehem, PA 18015-3046
(610)758-3258

Purpose: The objective of this project is to train school psychologists as leaders in the research and practice of linking medical, educational, and psychological services within school settings for children with emotional/behavioral disorders (E/BD) as well as others with health problems who are at-risk for the development of E/BD. The collaborative project will develop professionals who are capable of interacting within schools and health-care communities to provide integrated services for students within full-service schools.

Method: Through a combination of coursework, practica, research mentorship, and dissemination of research and practice, a total of 12 trainees will complete their Ph.D. in school psychology with a specialization in pediatric school psychology.

Grant Number: **H029D70014**

Preparation of Leadership Personnel Project INSPIRE

Project Director: Pyfer, Jean L.

Beginning Date: Sep 1, 1997
Ending Date: Aug 30, 2001

Texas Woman's University
Department of Kinesiology
PO Box 425619
Denton, TX 76204-5619
(817)898-2850

Purpose: Texas Woman's University's Project INSPIRE (Innovative New Strategies to Promote Instructionally Relevant Environments) has been designed to significantly strengthen and broaden the impact of the university's ongoing doctoral program in adapted physical education.

Method: The program will support 10 doctoral-level adapted physical educators and 100 post-doctoral teacher trainers over a period of four years. The project will stress teaching in natural settings, with teacher trainers becoming adept at understanding why and how to modify regular environments to maximize the extent to which mastery of identified goals occurs.

Grant Number: **H029D70024**

An Innovative Doctoral Program for Creating Leaders to Foster Coordinated Instruction by Special and General Education Teachers: Acquiring Proficiency in the "Research-Product Development-System Change Process"

Project Director: Deshler, Donald D.; Schumaker, Jean B.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

University of Kansas
Center for Research on Learning
3061 Dole Bldg.
Lawrence, KS 66045-7536
(913)864-4780

Purpose: This project will prepare leadership personnel in fields related to the education of students with mild disabilities in mainstream environments, specifically for these personnel to instruct future general and special education teachers in the education of students in inclusive educational environments using empirically validated methods. They will also learn to become efficient in the "research-product development-system change" process, in which they will learn how to conduct methodologically sound research, translate validated interventions into user-friendly products, and prepare teachers to use these products in staff development/system change efforts.

Method: Students will learn academic statesmanship (skills foundational to any other endeavor in education), teacher preparation (becoming competent in instructing new special and general education teachers), research (doing their own and learning how to teach others in conducting research), system change (how to consult with school personnel to create lasting change in schools on behalf of children), technological applications, and product development (how to develop materials for children and teachers). Each student will have a professional development plan tailored for his/her goals and will develop a personal portfolio to collect accomplishments, experiences, and products.

Grant Number: **H029D70026**

Preparation of Leadership Personnel in Adapted Physical Education

Project Director: McCubbin Jeffrey A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

Oregon State University
Exercise and Sport Science
120 Womens Building OSU
Corvallis, OR 97331-6802
(541)737-5921

Purpose: This project, a collaboration between Oregon State University and the University of Utah, will respond to the need for highly qualified personnel to teach physical education to students with disabilities.

Method: A cadre of doctoral level personnel who have the necessary skills to serve as effective teacher-trainers, scholars, and leaders will be trained via distance education at two major Research I universities, benefitting from the additional related professional experiences that this project will make available to them. Coursework, field experiences, and scholarly research efforts will be designed to ensure that program graduates play a significant role in improving the quality of physical education offered to the children and adolescents who have a disability.

Grant Number: **H029D70030**

Preparation of Administrators and Supervisors of Special Education - Certificates of Advanced Graduate Studies

Project Director: Gillespie, Diane N.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

Virginia Polytechnic Institute
Office of Sponsored Programs
100 Sandy Hall
Blacksburg, VA 24061-0360
(540)231-9394

Purpose: This project will improve an ongoing doctoral program in Administration and Supervision of Special Education to support five students; it will also extend to students in general education who are preparing for careers as school principals and administrators at the district level and as administrators of related services agencies.

Grant Number: **H029D70035**

Preparing Leaders for Careers in Transdisciplinary Professional Development, Research, and Administration in Education of Children with Disabilities

Project Director: White, Owen

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
(206)543-4011

Purpose: This new project will prepare a total of 12 to 16 doctoral students for leadership careers in personnel preparation, research, and administration concerning the provision of educational services to children with disabilities. The program will emphasize collaboration among special educators, regular educators, related services personnel, early intervention specialists, and parents.

Method: In addition to meeting the regular requirements for a Ph.D. or Ed.D., students will be involved in research or program evaluation and complete at least one administration practicum during their studies. Each student will have at least two primary mentors: one in his or her own field, and one from a related field.

Grant Number: H029D70038

Doctoral Leadership Program in Learning Disabilities: Preparing Researchers and Teacher Educators for Inclusive Environments

Project Director: Speece, Deborah

Beginning Date: May 1, 1997
Ending Date: Apr 30, 2001

University of Maryland
Research Admin and Advancement
Lee Building Rm 2100
College Park, MD 20742-5141
(301)405-6482

Purpose: The goal of this project of the Department of Special Education at the University of Maryland, College Park, is to prepare nationally visible leadership personnel as researchers and as teacher educators in learning disabilities. The program emphasizes coursework and apprenticeship experiences to prepare leaders for research and teaching positions in a variety of settings.

Method: Through formal commitments with other departments and programs in the college, the project will initiate collaborative program planning and design apprenticeship programs that involve collaborative supervision of special and general education preservice personnel in professional development schools. The doctoral preparation program incorporates intensive graduate coursework in selected areas along with work in research design and methodology.

Grant Number: H029D70049

Special Education Leaders to Educate Regular and Special Education Teachers

Project Director: Biklen, Douglas

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

Syracuse University
113 Browne Hall
Syracuse, NY 13244-1200
(315)443-2699

Purpose: This project will prepare leadership personnel in special education who can conduct original research and effectively teach in college and university teacher preparation programs that combine or coordinate training of regular and special educators.

Method: This project will organize the Syracuse University's leadership training in a new, functional training model involving doctoral students in each of the kinds of activities that will be expected of them when they become professors. The doctoral students will be involved in learning to teach through a mentorship program and in learning to do research by engaging in inquiry-based classrooms. They will consult with school districts that coordinate special and regular education services.

Grant Number: H029D70059

Preparing Special Education Leaders for the 21st Century: A Mentoring Model

Project Director: Darch, Craig

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

Auburn University
Rehabilitation Special Education
1228 Haley Center
Auburn, AL 36849
(334)844-5943

Purpose: The purpose of this special leadership training project is to provide training at the doctoral level to address critical areas of need in special education, including early intervention, school-based instruction, and secondary transition.

Method: A mentoring model will be employed to prepare future leaders in supervision, administration, research, and personnel preparation. The program will provide focused training in content areas, multicultural recruitment, emphasis on educational policy and research, extensive applied experiences, and individualized mentoring.

Grant Number: H029D70062

Doctoral Program in Rehabilitation Science: Meeting Leadership Needs in Related Services

Project Director: Mann, William C.

Beginning Date: Aug 19, 1997
Ending Date: Aug 18, 2001

State University of NY at Buffalo
520 Lee Entrance
Amherst, NY 14228
(716)645-2977

Purpose: This project consists of a new interdisciplinary Ph.D. program that addresses the shortage of related services specialists, particularly physical and occupational therapists. The program will prepare leaders to develop and expand current theory and practice in rehabilitation, including services related to special education and early intervention. The graduates of this program will be qualified to educate students at the professional entry level in physical and occupational therapy, ultimately contributing to the expansion of related services programs and to services for infants, toddlers, children, and youth with disabilities.

Method: The project will produce a total of 16 graduates with a Ph.D. in Rehabilitation Science trained to teach and conduct research in the related services. The students supported by this project will focus on pediatrics and school-based education courses. Graduates of the program will be qualified to be employed as university faculty in schools of allied health within departments of occupational and physical therapy.

Grant Number: **H029D70065**

Special Education Doctoral Program in the Delivery of Distance Education

Project Director: Blackhurst, Edward A.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

University of Kentucky Research Foundation
105 Kinkead Hall
Lexington, KY 40506-0057
(606)257-7908

Purpose: The goal of this project is to develop and implement a new option in the University of Kentucky's special education technology doctoral program which will focus on delivering instruction about special education via different distance education systems. Upon completion of their studies, graduates will be qualified to assume leadership positions in: the design of distance education programs; the development of instructional products for, administration of; and evaluation of distance education programs; and implementation of research projects related to distance education programs. Six full-time and four part-time doctoral students will be supported.

Method: A competency-based personnel preparation model is being followed to guide curriculum development efforts in the new program. The proposed project builds on existing distance education programs, from in-service to the Master's Degree, to extend the current special education technology doctoral program into distance education.

Grant Number: **H029D70066**

Preparation of Leadership Personnel: Establishing Interprofessional Community/School Linkages in Early Childhood Intervention (0-8)

Project Director: Gallagher, Karen; Sailor, Wayne

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

University of Kansas
Institute for Life Span Studies
1052 Dole
Lawrence, KS 66045
(913)864-4297

Purpose: This leadership project represents an effort within and across departments and professional schools to establish an interdisciplinary preparation program that will demonstrate the benefits of interprofessional, collaborative personnel preparation for service to children who have been diagnosed with disabilities or are at-risk and their families.

Method: This doctoral studies project will train personnel to implement collaborative best practices to meet the diverse needs of all young children from birth through eight years and their families. The project is an interprofessional effort at the University of Kansas, combining programs in the departments of education and psychology with community-based field experiences to plan and implement programs for the target population.

Competition 84.029E: Preparation of Minority Personnel

Grant Number: **H029E30005**

Interdisciplinary Collaboration and Training Project: Bilingual School Psychologists & Speech-Language Pathologists

Project Director: COOK-MORALES, VALERIE

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

SAN DIEGO STATE UNIVERSITY
DEPT. COUNSELING & PSYCH
SAN DIEGO, CA 92182-1179
(619)594-4626

Purpose: This project will establish an interdisciplinary preservice training program for bilingual school psychologists and speech-language pathologists. Its goals are: * To offer a model interdisciplinary and collaborative approach to the preservice training of bilingual school psychologists and speech-language pathologists; * To increase the number of bilingual school psychologists and speech-language pathologists who have shared expertise in serving bilingual Hispanic children; * To increase the appropriateness of special education programs and related services for Hispanic children and youth, their families and teachers; and * To have an impact on the professions beyond the project. The project is an extension of two San Diego State University programs: the School Psychology Program and the Department of Communicative Disorders. It supports an interdisciplinary Special Study, including a biweekly graduate seminar, biweekly interdisciplinary field exchanges, and retreats. Trainee competencies will be assured by using a portfolio evaluation approach. The project will serve ten bilingual trainees annually: five each in school psychology and speech-language pathology. Trainees will participate for a minimum of one year to a maximum of two years. Over the five-year plan, it is expected that interdisciplinary training will be provided for at least 30 to 50 bilingual trainees, depending on the duration of the participation of each.

Grant Number: **H029E30010**

Preparation of Personnel for Careers in Special Education

Project Director: DOTE-KWAN, JAMIE

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

CALIFORNIA STATE UNIVERSITY
P800 N STATE COLLEGE BLVD
FULLERTON, CA 92634
(714)773-2106

Purpose: This five-year project will increase the number of fully qualified personnel in special education by training 57 teachers from under-represented groups who will serve children with mild and severe disabilities. The project involves intensive recruitment and training of individuals who are Latino, African American, Asian and Pacific Islanders, or who are male. The program covers training in multicultural competencies, field-based instruction, clinical supervision, and financial support for individuals at the beginning of their credential programs. The annual objectives of this project are: * To recruit and train 8 part-time students from under represented groups working in special education without full certification; * To recruit and train 5 full-time students from under represented groups to continue their coursework in special education upon completion of their basic credential in general education; * To provide training in multicultural competencies needed to teach special-needs populations in a pluralistic society; and * To develop training modules addressing cultural diversity that can be replicated and infused into special education preparation programs across the country.

Grant Number: **H029E30014**

Preparation of Culturally and Linguistically Diverse Undergraduates for Graduate Study in Speech-Language Pathology

Project Director: POGUE, ELIZABETH

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

MERCY COLLEGE
555 BROADWAY
DOBBS FERRY, NY 10522
(914)674-7315

Purpose: The approach of this project is based on the rationale that, although completion of a master's degree is necessary for entry into the profession, students must receive critical support and preparation at the baccalaureate level if they are to gain admission to graduate programs. Enrollment statistics at the national and state levels indicate that only a fraction of undergraduate speech-language pathology students are from under-represented groups, and that an even smaller percentage complete the requirements needed for graduate school admission. Therefore, Mercy College has designed a project that will recruit cultural and linguistic minorities into Mercy's undergraduate speech-language program of support services geared to ensuring their completion of the undergraduate program, and their admission to — and eventual completion of — a master's level program in speech-language pathology. Through intensified and targeted recruitment efforts, Mercy College plans to increase the number of students from under-represented groups enrolled in this program and, each year, will select five highly qualified students who have completed their sophomore year for participation in this project. During their junior and senior years, participants who maintain their eligibility will receive the following support: * Full tuition scholarships and stipends; * Tutoring in all needed academic areas; * Participation in a bi-weekly seminar that focuses on career opportunities and the graduate school planning process; * Visits to universities with graduate speech-language pathology programs; * Ongoing contact with professional mentors who have cultural heritages similar to their own; and * Preparation for the Graduate Record Exam and individualized assistance with graduate school applications, including assistance with application fees. During the five-year grant period, it is anticipated that at least 20 culturally and linguistically diverse speech-language pathology students will graduate and that at least 80 percent of those will enter graduate programs in speech-language pathology, will receive the Certification in Clinical Competency in Speech-Language Pathology, and enter the profession.

Grant Number: **H029E30022**

Masters in Special Education for Teachers in the Department of Defense Dependent Schools in the United Kingdom

Project Director: BURKE, PHILIP

Beginning Date: Aug 1, 1993
Ending Date: Jul 30, 1998

UNIVERSITY OF MARYLAND
DEPT SPECIAL ED
ROOM 2100, LEE BLDG.
COLLEGE PARK, MD 20742
(301)405-6515

Purpose: The University of Maryland will provide a master's degree program in special education for teachers in the Department of Defense Dependents Schools (DoDDS) in the United Kingdom. The DoDDS schools in the United Kingdom are staffed with teachers who are U.S. citizens, the students served are dependents of U.S. military personnel, and these schools are part of the public school system of the United States. The teachers have limited opportunities for continuing education, especially in special education. Many of the special education teachers need further training to increase and update their skills. In addition, since many teachers will be returning to the States with the phase-down of military forces in Europe, there is an opportunity to recruit regular education teachers to teach special education in Maryland. The program has two components: * An M.Ed. in special education for teachers who are currently teaching special education classes but need to increase and update their skills; and * An M.Ed. in special education for teachers in regular education who are interested in teaching special education on their return to the States. The special education teachers will take 39 credits over 2-1/2 years, all in the United Kingdom. The regular education teachers will take 47 credits — 39 in the United Kingdom in 2-1/2 years and the remainder (a one-semester supervised apprenticeship) at the University of Maryland-College Park. Coursework will be delivered in the United Kingdom by regular graduate faculty from the Department of Special Education at the University of Maryland, in ten-week sessions in spring and fall. Plans call for two groups of ten special education teachers and ten regular education teachers who would continue throughout five years of the grant with stipend support — plus additional teachers, to a maximum of 20, who would participate without direct fellowship support.

Grant Number: **H029E30028**

Educating Bilingual/Minority Undergraduate Communication Disorders Students

Project Director: WEDDINGTON, GLORIA

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

SAN JOSE STATE UNIVERSITY
P O BOX 720130
SAN JOSE, CA 95172
(408)924-3699

Purpose: This project will recruit and retain bilingual and minority students to become speech-language pathologists and audiologists to serve an increasingly diverse population of children and youth with speech, language, and hearing disorders in California. The project is devoted to the recruitment of students at the undergraduate level to bring larger numbers of the target population into training. Recruitment will concentrate on unclassified sophomores and juniors and on re-entering students from historically under represented groups (graduate and undergraduate), and from other majors and professions. Only undergraduates and those seeking a change from another profession are targeted. The recruitment of undergraduates is far more effective when the program is able to offer funding. This five-year project will assist two groups of undergraduate students through the two-year undergraduate program, and a third group through the senior year. Each group will be composed of ten students. During the five-year period, 30 students will be available to enter the graduate program. At the graduate level, students qualify for other traineeships and scholarships, the internship program, part-time employment, and a schedule that offers classes during the late afternoon and evening, making it possible for students to work during the day and also accept traineeships at the Veterans Administration Hospital and Head Start. In addition to the courses offered to all undergraduate students in the communication disorders program, trainees will enroll in the undergraduate bilingual assessment class and practicum with limited-English-speaking and low-income preschool children at Southern Alameda County Head Start and the San Jose State University Center for Communication Disorders. Supervisors will be bilingual and will supervise the students according to the requirements of the Educational Standards Board of the American Speech-Language-Hearing Association.

Grant Number: **H029E30033**

Bilingual/Multicultural Special Education Teacher Training

Project Director: BLALOCK, GINGER

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF NEW MEXICO
COLLEGE EDUCATION
MESA VISTA HALL, 3010
ALBUQUERQUE, NM 87131
(505)277-5018

Purpose: This program augments the existing special education training program at the University of New Mexico and addresses: (a) the need for training minority and/or rural educators; (b) the need for curricula and training experiences that address specific handicapping conditions across life spans; and (c) the need to establish inclusive and collaborative networks between bilingual/multicultural special educators, bilingual and multicultural educators in the mainstream, and other special education service providers. Five unique features are the vehicles for meeting these needs: * A life span perspective that looks at services within a continuum of needs across a variety of contexts; * Weekend courses, summer institutes, and distance education strategies as part of a rural component aimed at reaching teacher trainees in areas of the highest density of culturally and linguistically diverse populations; * The use of master teachers/mentors from the public schools' bilingual, Chapter 1, gifted, and ESL programs in both field experiences and on-site course presentations; * Integration of special education trainees with trainees from the bilingual/multicultural program and other teacher training programs on campus; * An emphasis on new research perspectives on schooling (e.g., restructuring, case methodologies, inclusive contexts, and schools as systems). This project is expected to add 100 graduates to the personnel pool. Nationally, it will provide a training model and generate curriculum materials specific to the development of culturally responsive interactional and instructional methodologies.

Grant Number: **H029E30048**

Preparing Bilingual Teacher Aides as Special Educators

Project Director: BRUSCA-VEGA, RITA

Beginning Date: Nov 1, 1993
Ending Date: Oct 31, 1998

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N ST LOUIS AVE
CHICAGO, IL 60625
(312)794-2823

Purpose: The purpose of this project is to prepare 30 bilingual teachers' aides as fully certified special educators who will serve pupils with limited English proficiency in the Chicago metropolitan area. The project will recruit currently employed bilingual teachers' aides who have completed sufficient college coursework to be accepted as beginning second-year students at the university. Since trainees will be full-time employees of the public schools, the project will use a field-based approach to build instructional competence, and will provide coursework during weekend and/or evening hours. Trainees will exit the program with: * A bachelor's degree in education with a major in special education and a minor in linguistics; * State certification in special education in both learning disabilities and behavior disorders (Illinois Type 10, grades K-12); * State approval in bilingual special education; and * Expertise in serving pupils with mild disabilities from diverse language and cultural backgrounds.

Grant Number: **H029E30063**

Innovative Reservation Based Special Education Personnel Preparation Model

Project Director: IRON, LINDA

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

STANDING ROCK COLLEGE
HCI PO BOX 4
FORT YATES, ND 58538
(701)854-3861

Purpose: This project provides Standing Rock College with the capability of implementing a special education teacher training program. Chartered by the Standing Rock Sioux Tribe, this college serves the Standing Rock Reservation and surrounding areas of North and South Dakota. The project focuses on the preparation of Native American teachers to serve Native American children and youth in both rural and urban settings. The tasks to be achieved are as follows: * Initiate and evaluate a preservice special education teacher training program in order to reduce the shortage of minority teachers who serve students with disabilities; * Recruit, retain, and place special education teachers, with priority given to Native American candidates and to settings that serve Native American children; * Provide a 30-unit special education preparation program that includes sensitivity and understanding of ethnicity and second language acquisition; * Develop and coordinate both reservation and non-reservation practicum sites for field work experience; * Disseminate program information, activities, and outcomes to other tribal colleges and rural colleges at state, regional, and national levels; and * Maintain cooperative agreements and technological support with Minot State University and other members of the North Dakota College System for continued student matriculation and faculty support until the program is fully established. The project will recruit Native American candidates into education and also provide a career ladder for capable Native American teachers' aides who have not been able to pursue higher training because of the lack of accessible programs. During the four-year project period, 30 teachers will become credentialed in special education in North and South Dakota. The reservation to be served lies in both states and the college draws students from an extensive, mostly rural area. The program will allow subsequent admission to Minot State University's graduate program in learning disabilities. An additional 30 aides will also complete course competencies that are required to meet state law. Financial support will be provided to students in special education teacher training. The Standing Rock (Lakota) Tribal Council, the college administration, and the lay and professional community strongly support this project, a necessary prerequisite to successful student and faculty recruitment and retention.

Grant Number: H029E30065

Aprendamos' Let's Learn

Project Director: FARMER, STEPHEN

Beginning Date: Aug 15, 1993
Ending Date: Aug 14, 1998

NEW MEXICO STATE UNIVERSITY
PO BOX 30001, DEPT 3R
LAS CRUCES, NM 88003
(505)646-4339

Purpose: For the 1991-92 school year, there were 138 openings for speech-language pathologists in New Mexico, and there is a great need for speech-language pathologists who are culturally sensitive and bilingual, even when working with American Indian and Hispanic individuals who exhibit English dominance, because cultural beliefs and child-rearing practices affect language and learning styles, which in turn affect test performance and responses to intervention strategies. Participants in this project will learn about their own and others' values, beliefs, communication patterns, and learning styles, and learn how to learn in education and work environments. The goals of the project are: * To prepare speech-language pathologists to work with persons who have learning style differences; and * To reduce the barriers that inhibit the successful adaptation of students and adults with learning style differences to educational and work environments. The project will provide academic and financial support to recruit and retain students from non-dominant cultural backgrounds; infuse multilingual/multicultural information throughout the curriculum; develop a series of classes addressing diverse learning styles and learning strategies; and increase knowledge of currently practicing professionals and paraprofessionals regarding culturally different learning styles, through inservice training. Students will be prepared to work with persons from three groups: individuals from non-dominant racial, ethnic, linguistic, and socioeconomic groups; individuals with true learning disabilities; and non-traditional college and university students.

Grant Number: **H029E30070**

Preparation of Hispanic Leadership Personnel

Project Director: RIVERA, LIGIA

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

INTER-AMERICAN UNIVERSITY, PUERTO RICO
METROPOLITAN CAMPUS
G.P.O. BOX 363255
SAN JUAN, PR 00936
(809)758-0899

Purpose: Inter American University of Puerto Rico is the largest institution of higher education on the Island, with a 1991-92 enrollment of 43,600 students, of whom 2,800 are at the graduate level. The University's Graduate School of Education will establish a doctoral level preservice training program in special education administration to prepare leadership personnel to assume administrative and supervisory positions for Hispanic populations. The need for this project arises from the fact that only 21 persons in Puerto Rico have doctorates with concentrations in special education, and only two of these have degrees in special education administration. The public education system, which serves about 85 percent of children with disabilities, is currently in a reform process which has resulted in considerable need for administrators in special education at central, district, and local levels. This project will establish a 21-credit specialization within the existing doctoral program in education. It is expected to provide preservice doctoral and postdoctoral training to approximately 45 professionals over the five-year grant period. The training program will include theoretical courses taught by qualified local and visiting professors, as well as field and practicum experiences based on assessed needs. Candidates will be selected from master's and doctoral programs at several universities, with the prerequisite of at least 12 prior credits of approved work in special education. Graduates are expected to assume top and middle managerial and supervisory roles in public and private educational systems in Puerto Rico and also in other states with high concentrations of Hispanic populations.

Grant Number: **H029E30075**

Televised Personnel Preparation Program for Limited English Proficient Minority Students

Project Director: GROSSMAN, HERBERT

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

SAN JOSE STATE UNIVERSITY
P O BOX 720130
SAN JOSE, CA 95172
(408)924-3692

Purpose: The Division of Special Education and Rehabilitative Services of San Jose State University has been providing the only bilingual special education personnel preparation program for teachers of LEP Hispanic and Chinese students with disabilities in the San Francisco Bay Area since 1979. However, many areas with high concentrations of Hispanic and Chinese LEP students in the service area have not been served adequately because they are beyond commuting distance from the campus. This project will use federal funds to support a closed-circuit television personnel preparation program to prepare Spanish and English speaking bilingual/cross-cultural special educators who are both linguistically proficient and sufficiently culturally literate to use the primary language of these students and to take their cultural char-

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acteristics into consideration when they identify, assess, and instruct them and counsel their parents. Federal funds will be used to pay the tuition costs of trainees, hire bilingual site supervisors, purchase curriculum materials, and disseminate program materials and information that can be used by other universities that provide or wish to provide similar programs.

Grant Number: H029E30077

Training Ethnic Minority Students for Careers in Speech- Language Pathology & Audiology

Project Director: FLOWERS, DORIS

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVE
SAN FRANCISCO, CA 94132
(415)338-2614

Purpose: Through this project, the Communication Disorders Program at San Francisco State University will develop an intensive recruiting program to increase the number of minority students trained to serve children, adolescents, and adults with speech, language, and hearing disorders. In California, where the number of ethnolinguistic and bilingual children in the public schools has more than doubled over the past decade, it is necessary to address the critical shortage in the number of speech-language pathologists and audiologists who represent the populations served. This project is developing a recruitment and retention program that will attract students from historically under-represented groups into the speech-language pathology and audiology program. In doing so, the program will offer the academic, collegial and monetary support necessary to ensure successful completion of the Master of Science degree and public school credential. An extensive orientation process will take place when students are newly admitted into the program. As part of the effort to ensure successful completion of the program, an ongoing mentoring program and tutoring program will be instituted, using students and faculty members. The mentoring, tutoring, and orientation serve as integral parts of the academic process to ensure students success. Federal funds will also provide financial support to cover students costs for tuition, fees, books, and living expenses.

Grant Number: H029E30087

Preparing Special Education Personnel for Professional Positions in the Schools: A Collaborative Project

Project Director: HAMMOND, HELEN

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

UNIVERSITY OF TEXAS
DEPT. ED PSYCH
EL PASO, TX 79968
(915)747-7642

Purpose: This project will provide financial assistance for support staff from the three largest school districts in the El Paso region: Ysleta, Socorro, and El Paso Independent School Districts. Thirty-two selected teachers-in-training will complete undergraduate degrees in special education, through payment of tuition and fees for up to five years, and through professional support provided by master and mentor teachers already in the field. The support personnel will be selected for training with assistance from their local schools, and the selection process will be competitive. Because El Paso s population is 68 percent from historically under-represented groups, minority recruitment for training will be extensive. In addition, eight mentor teachers will be provided advanced professional training through the master s program, not only acquiring advanced knowledge but also leadership and consulting skills to enable them to provide career, professional, and personal guidance to Level I teachers-in-training. These mentor teachers will also move into support team positions within their schools and districts. The mentor teachers will be monitored and supported by three master teachers who already possess master s degrees and extensive classroom experience. These master teachers will continue their University education and will also move into more professional opportunities, such as dissemination of project findings at state and national conferences, teaching undergraduate courses at the University, and other options.

Grant Number: H029E30088

Ventanas: Opening Windows of Opportunity for Young C/LD Children with Special Needs through Expanded Training of Minority /Rural and Other Educators

Project Director: BARRERA, ISAURA

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

UNIVERSITY OF NEW MEXICO
COLLEGE OF EDUCATION
MESA VISTA HALL 3006
ALBUQUERQUE, NM 87131
(505)277-5018

Purpose: VENTANAS is designed to augment the existing early childhood program at the University of New Mexico. It responds to three needs: (a) the need for training minority and/or rural educators; (b) the need for curricula and training experiences that go beyond simply increasing awareness of and sensitivity to the needs of young culturally/linguistically diverse (C/LD) children with handicapping conditions to address specific culturally responsive interactional and instructional competencies for appropriate instruction; and (c) the need to establish inclusive and collaborative networks between bilingual and multicultural early childhood educators, mainstream early educators in day care centers and preschools, and early educators in special education. Four unique features, currently unavailable through the existing program, will be vehicles for meeting these needs: * The use of an instructional mediation-multiple intelligence framework designed to assist minority teacher trainees in identifying, valuing, and capitalizing on their own diverse behaviors and abilities, as well as those of young children; * Integration of special education trainees with trainees from the bilingual/multicultural early childhood and mainstream early childhood program; * Use of master teachers/mentors from the public schools bilingual, Chapter 1, and gifted early childhood programs in both field experiences and on-site course presentations; * Weekend courses, summer institutes, and distance education strategies as part of a rural component aimed at reaching teacher trainees in areas with the highest density C/LD populations. It is expected that the proposed program will impact early childhood education in several ways. It will add an estimated 20 to 25 graduates to the currently limited pool of minority and rural professionals with specialized training in services for C/LD young children with special needs. It will also provide a training model and generate currently unavailable course materials specific to the development of culturally responsive interactional and instructional competencies necessary for optimum teaching/learning early childhood contexts.

Grant Number: H029E30089

Advanced Bilingual Special Education Internship Program -Training Personnel for the Education of the Handicapped

Project Director: CHAVEZ, JANICE

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

CALIFORNIA STATE UNIVERSITY
4910 CHESTNUT
FRESNO, CA 93726
(209)278-4608

Purpose: This project will train 45 Spanish-speaking special education teacher interns, within a five-year period, to receive their Learning Handicapped Teaching Credential and master s degree in special education, with an emphasis on bilingual special education. The project has four major objectives: * Recruitment of Spanish-speaking interns; * Provision of financial assistance for project interns; * Implementation of a bilingual special education emphasis in personnel preparation; * Dissemination of information and research on the best educational practices with special education students from under-represented racial/ethnic groups. In a collaborative relationship between the university, the California Department of Education, and participating school districts, interns will be selected, hired, and supervised in special education classrooms with a majority of Hispanic special education children. Every two years, a cohort of 15 interns will proceed through an intensive field-based program consisting of special education coursework, bilingual special education coursework, and continuous field supervision leading to a Learning Handicapped Credential and a master s degree. All courses will emphasize the direct application of theory into practice by devoting a large portion of course time to regular and individual field supervision by faculty members, bilingual special education doctoral students, and school district site supervisors. Four courses, including foundations, assessment, curriculum, and parent involvement, will be designated as Bilingual Special Education emphasis courses and will be team taught and team supervised by the special education course faculty and a Spanish-speaking, bilingual special education certified doctoral student, to ensure the integration of bilingual special education competencies into the curriculum. Doctoral students and special education faculty will act as mentors and advisors to project interns. Field components of all courses will include the application of best educational practices with special education and bilingual special education students and their families. With this focus, interns will have the opportunity to conduct action research under faculty supervision, on issues related to best educational practices in bilingual special education to be disseminated and published.

Grant Number: H029E30091

Medgar Evers College Special Education Teacher Training Program (Priority 16 - Minority Institutions)

Project Director: BYNOE, PAULINE

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

CUNY
DEPT EDUCATION
1650 BEDFORD AVE
BROOKLYN, NY 11225
(718)270-4962

Purpose: Medgar Evers College (MEC) has made access to higher education for minority students the cornerstone of its educational philosophy. For 1991-92, the enrollment was 98 percent minority: African American, Caribbean-born, Hispanic/Latin, Asian, and Native American. More than half of the students were part-timers, nearly 75 percent were women, and the average age range was between 25 and 32 years. In addition, 72 percent of the enrollment consisted of paraprofessionals. The federal project funded to Medgar Evers College will: * Recruit, retain, and certify 30 minority and bilingual trainees annually. The project will provide state-approved teacher preparation that assures student retention throughout the training process and facilitates timely graduation to serve pupils with disabilities and their families. The project will incorporate the state's revised instructional plan (which reflects the National Education Standards) with the constructs of IDEA. The preparation program will provide dual state certification in general and special education, and will prepare students to teach general education K-6 pupils and pupils with mild disabilities. Additionally, preservice students may select participation in course sequences that provide specialized training to teach bilingual students (Spanish, French/Haitian Creole). These extensions to state certification will be duly notated on licenses as approved by the New York State Education Department. Students will be recruited through a broad-based community outreach program that involves high schools, bilingual and bicultural organizations, and school district paraprofessionals. * Prepare paraprofessionals who provide support to professional staff in delivering services to infants, toddlers, children, and youth with disabilities. This core of school personnel is integral to meeting the needs of students, especially in urban areas. Historically, since more than 75 percent of MEC teacher preparation students are paraprofessionals, the project will broaden the base for program recruitment and improve student retention by providing an Associate Degree in Education to paraprofessionals not tracked for teacher certification. * Through the establishment of The Professional Development Center, provide a hub for school-parent-college activities and inservice teacher preparation that, by providing opportunities to develop and refine effective teacher practices, will maximize learning outcomes of children with disabilities and their families. Based on this history of collaborative efforts between MEC and local school districts and the surrounding communities, it is expected that the Center will serve at least 400 school personnel and teacher preparation students annually.

Grant Number: **H029E30097**

Training Doctoral Level Leaders in Deaf Education Including Deaf/Minority/Candidates

Project Director: ANDREWS, JEAN

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

LAMAR UNIVERSITY
PO BOX 10076, LAMAR STATION
BEAUMONT, TX 77710
(409)880-8170

Purpose: The four major objectives of this project are to: * Increase the number of leaders in deaf education who hold doctoral degrees; * Increase the number of deaf and minority leadership personnel in deaf education; * Enhance the quality of leadership professionals in deaf education; and * Generate applied research findings in deaf education through the doctoral dissertation process. Lamar University has a minority enrollment of 25.4 percent and is well situated to implement this project. The institution has outstanding undergraduate and master's programs in deaf education and has done exceptionally well in recruiting and retaining minority and deaf students in the Deaf Education Program.

Grant Number: **H029E30101**

Preparation of Lakota Teachers and Paraprofessionals as Special Education Teachers

Project Director: Bordeaux, Lelanel M.

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

Sinte Gleska University
PO BOX 490
ROSEBUD, SD 57570
(605)747-2263

Purpose: Through its Department of Education, Sinte Gleska University will use federal funds to initiate an Associate of Arts degree and Bachelor of Arts degree in Special Education. This project has three objectives: * To increase the number of Lakota people trained as paraprofessionals in special education; * To increase the number of Lakota people trained as special education teachers; and * To increase the number of Lakota teachers with a special education endorsement. This project meets a pressing need. Tribal leaders and educators estimate that more than 25 percent of American Indian children have been adversely affected by fetal alcohol syndrome and fetal alcohol effect—the major cause of mental retardation. While many programs have been initiated to reverse this trend, what has been seriously lacking is the training of personnel to work with the children who are already in the school systems without appropriate interventions. The project addresses two overlapping problems: the lack of qualified personnel and the lack of qualified personnel from historically under-represented racial/ethnic groups. These are problems not only on the Rosebud Reservation, but also across the state and region. At the end of the five-year grant period, it is expected that 18 certified Lakota teachers and teacher technicians will be available to work with special needs children on the Rosebud Reservation and surrounding areas in the region. It is also expected that the project will produce data on culturally appropriate strategies and educational models for the exceptional child.

Grant Number: **H029E30108**

A Program to Prepare Minorities for Leadership in Special Education

Project Director: MCDOWELLE, JAMES

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

NORTH CAROLINA A&T UNIVERSITY
1601 E. MARKET STREET
GREENSBORO, NC 27411
(919)334-7995

Purpose: While 34 percent of all children in public schools in North Carolina are minorities, only 6 percent of special education leadership positions are held by minorities. The rate of placement of African American students in programs for the educable mentally handicapped in North Carolina is four times that of white students, and the rate of placement of other minorities is twice that of white students, as reported by the Office for Civil Rights of the U.S. Department of Education. The need for a greater minority presence in positions of advocacy and policy planning in public schools in North Carolina is evident. This project is intended to increase the numbers of individuals from historically under-represented groups in educational leadership and to improve the quality of training for minority leaders. Special features of the project include: curriculum in special education, job seeking and marketing skills, strategies to assist student employment, special multicultural and ethnic content, a full-time cohort, and a full-time year-long internship in a professional development school model.

Grant Number: **H029E40026**

Minority Personnel Preparation Project

Project Director: PALMA, GLORIA

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1999

NORTHCAROLINA A&T UNIVERSITY
GREENSBORO, NC 27411
(910)334-7964

Purpose: This project addresses current and projected needs for personnel in three ways: * By increasing the number of qualified adapted physical education specialists, especially in rural school systems; * By training physical educators in providing early childhood adapted physical education activities; and * By increasing the number of traditionally under-represented individuals in the teaching profession, specifically at the post-baccalaureate level. The project is based on an interdisciplinary, developmental, and noncategorical curricular model, which emphasizes the integration of various disciplines with special considerations given to the sociocultural and political uniqueness of rural school systems. Extensive field-based experience supports the theoretical knowledge base.

Grant Number: **H029E40033**

Preparation of Personnel Qualified to Serve Young Children with Disabilities in Puerto Rico

Project Director: GONZALES, LOURDES

Beginning Date: Jul 1, 1994
Ending Date: Jun 31, 1998

INTER-AMERICAN UNIVERSITY, PUERTO RICO
GPO BOX 363255
SAN JUAN, PR 00936
(809)758-0899

Purpose: The purpose of this project is to develop an early childhood special education area of emphasis within the Inter-American University's Special Education Program to train personnel to serve infants, toddlers, and preschoolers with disabilities and their families. To accomplish this purpose, the staff will: • Develop courses to prepare students to work with young children with disabilities and their families; • Develop a recruitment plan to attract and recruit students who are economically disadvantaged and who reside in rural areas; and • Offer early childhood coursework in rural areas through the University's Adult Education Program. It is expected that the project will prepare 35 students with the necessary skills for a bachelor's degree in early childhood special education. Content areas for early childhood special education preparation will include: knowledge of federal laws and Puerto Rican laws concerning disabilities; typical and atypical child development; services available for families of children with disabilities and service delivery and coordination; child and family assessment and evaluation; curriculum development; instructional and intervention methods appropriate for minority families and their children; individualized education programs and individualized family service plans; and development of interdisciplinary teams where parents are equal participants with other team members.

Grant Number: **H029E40034**

Minority Personnel Preparation Project

Project Director: MONTEITH, DIANNE

Beginning Date: Jan 1, 1995
Ending Date: Dec 31, 1999

SOUTH CAROLINA STATE UNIVERSITY
COLUMBIA, SC 29117
(803)536-8211

Purpose: Through this project, an interdisciplinary program will be implemented among South Carolina State University's Department of Educational Administration, its Special Education Program, and public schools in South Carolina, North Carolina, and Georgia. The ultimate goal is to increase the number of minority school leaders and/or administrators in rural, high minority population areas to administer special education programs, as well as to improve the competencies of those who are currently employed. The following are the five objectives which will lead to the project's goal: • To implement a special education concentration in the Educational Administration Program (Ed.S., Ed.D.); • To recruit 15 minority students per year who will elect a degree concentration in special education; • To train 15 leaders/administrators per year to administer special education programs in rural schools in South Carolina, North Carolina, and Georgia; • To incorporate a mentoring component as part of the administrator training programs to enhance participants' abilities to supervise and manage special education programs and secure employment in appropriate rural areas; and * To disseminate the training model and accompanying information to other institutions of higher education in the tri-state area.

Grant Number: **H029E40039**

Minority Personnel Preparation Project

Project Director: Robb, Susan

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

CALIFORNIA POLYTECH
POMONA, CA 93407
(909)869-2315

Purpose: Project WIN (West End Internship Network) works to develop educational resources located in the west end of San Bernardino County. The development of this network has been a collaborative of California State Polytechnic University, local school districts, and Special Education Local Planning Agencies (SELPAs). The federal grant will be used to expand the project from four districts to eight districts. The expanded program will recruit, support, and instruct participants in the credentialing process and will focus on placing personnel from under-represented racial/ethnic groups in culturally diverse classrooms. Phase Two of the project will educate and support 24 trainees annually for preparation in teaching Hispanic students with mild disabilities in these additional school districts. The project will provide a two-year internship training model and specialized coursework toward full credentials in the Learning Handicapped (LH) area of special education. Forty-four of these coursework units may be applied toward a master's degree. A unique program component is specialized training for participants and their instructional assistants, thereby creating an effective teaching team in special education classrooms. When complete, Project WIN-Phase Two will have provided more than 3,600 university credit hours to 72 participants. During the five-year grant cycle, at least 60 participants will be credentialed as LH teachers.

Grant Number: **H029E40041**

Minority Personnel Preparation Project

Project Director: CHAVEZ, JANICE

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
4910 N CHESTNUT
FRESNO, CA 93726

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number: H029E40049

Minority Personnel Preparation Project

Project Director: HERMANSON, MICHAEL

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

SALISH KOOTENAI COLLEGE
PABLO, MT 59855
(406)675-4800

Purpose: This project will develop, implement, and evaluate a special education paraprofessional training program in order to significantly increase the number of American Indian teacher assistants serving children, youth and adults with disabilities in school and community settings, and to increase the number of American Indians entering baccalaureate programs through cooperative transfer agreements with the two prominent special education teacher training programs in Montana. The following objectives will drive the project's activities in accomplishing these purposes: * To develop a curriculum that will impact American Indian students (and non-Indian students) in a holistic way (by including coursework in areas such as chemical dependency, Native American studies, health-related and medical aspects of disabilities, etc.); * To develop, offer, and evaluate a training sequence that prepares para-educators to work with persons with disabilities in a range of education and community settings and/or prepares graduates to transfer to other institutions of higher education to obtain a bachelor's degree in the field of special education; * To institutionalize the special education program by submitting a substantive change to the Northwest Association of Schools and Colleges by May 1, 1995; and * To recruit 10 participants to begin training during the second year of the project, with a 20-percent increase in participants each year thereafter, for a total of 53 trainees. American Indians and trainees with disabilities will be specifically targeted as participants and will be supported with stipends.

Grant Number: H029E40054

Minority Personnel Preparation Project

Project Director: Cegelka, Patricia

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

SAN DIEGO STATE UNIVERSITY
5178 COLLEGE AVE
SAN DIEGO, CA 92182
(619)594-1512

Purpose: The purpose of this project is to implement a graduate level bilingual special education personnel preparation program for teachers of students who have learning handicaps (LH) and who are limited-English-proficient, with Spanish as their primary language. Designed at the request of, and in conjunction with, two Special Education Local Planning Areas (SELPAs) in San Diego County, the project will use the Internship Credential option, which is an alternative credential that may be jointly offered by local education agencies. Admission to the program is restricted to individuals who already hold bilingual education certification. It is anticipated that many of the entering trainees will be cross-overs from bilingual education. They will fill roles as bilingual special education teachers while completing their Specialist credentials in special education under an integrated program of coursework, practica, and in-class support and assistance from both district and university personnel. Both the district and the university will provide intensive support and coaching through in-class mentoring and supervision, practica seminars, and special workshops designed to meet identified personnel development needs. Trainees will complete all of the required courses for the Specialist credential program, 10 units of electives (instead of the typical

6), and 15 units of supervised practica (instead of the typical 9). Their elective coursework is intended to enhance the standard LH credential training by including coursework on adapting English-as-a-Second-Language methodologies for special education populations, bilingual approaches to curriculum and instruction of special education students, implications of ethnolinguistic diversity for students with learning handicaps, non-biased assessment, peer-assisted learning, and working with parents and families from diverse backgrounds and supervising paraprofessional teaching aides. Upon completion of their Specialist credentials, program participants will have only 12 units of research and seminar coursework remaining for achievement of their master's degrees. Every second year, a cohort of 15 participants will be admitted to the two-year preparation program. Two of these cohorts will complete their credentials, with the final cohort having only two semesters of coursework and practica remaining, at the conclusion of the project. The districts and the university have committed to providing the programmatic elements so that this final cohort can complete all credential requirements during the year immediately following the funding period.

Grant Number: **H029E40059**

Minority Personnel Preparation Project

Project Director: SHENG, KATHARINE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

JERSEY CITY COLLEGE
JERSEY CITY, NJ 07305
(201)200-3023

Purpose: Jersey City State College's full-time enrollment of 8,000 students includes 15.2 percent African Americans, 15.9 percent Hispanic Americans, 6.1 percent Asian Americans, 0.1 percent American Indians, 3.7 percent from other under-represented groups, and 58.9 percent white. The minority student enrollment in the Department of Special Education has not matched this racial and ethnic composition. The number of minority students majoring in special education is 24 percent lower than for other majors in the college. This project addresses this problem with a plan to eliminate the deficit in minority student majors in special education over a five-year period. The objectives are: * To increase awareness and interest among freshman and sophomore minority students about occupational opportunities in special education, about the programs available in the Department of Special Education, and about the assistance and support available for minority students who major in special education; * To increase sophomore minority student enrollment in three introductory special education courses specifically designed to correspond to their needs and interests; * To identify and recruit 25 minority students in need of financial assistance to complete the program during each of the first three years of the project, 28 students during the fourth year; and 30 students during the fifth year; * To provide ongoing support for minority students throughout their program of study leading to state certification in special education; and * To evaluate progress on project activities and student gains in competency requirements for knowledge and skills necessary for special education certification.

Grant Number: **H029E40078**

Masters Degree in Special Education with Approved Professional Preparation to Serve Minority Students Identified with Serious Emotional Disturbance

Project Director: LASKY, BETH

Beginning Date: Jul 1, 1994
Ending Date: Jun 31, 1998

CALIFORNIA STATE UNIVERSITY
18111 NORDHOFF ST
NORTHRIDGE, CA 91330
(818)885-2725

Purpose: This project is designed for special education teachers who possess a California Special Education Specialist credential. Completion of the program will take 1-1/2 to two years and will enable all graduates to receive a master's degree in special education, as well as the SED Authorization required by the State of California. The program is designed for trainee development of specific skills and knowledge in the following competency areas: * Causes, characteristics, and definitions of students with serious emotional disturbance; * Assessment and curriculum design in academic and social domains; * Repertoire of varied instructional strategies; * Classroom and advanced behavior management; and * Consultation and coordination. Each trainee's thesis will be field-based, focusing on applied situations that may be developed during the practicum experience. Five cohorts of 8 teachers each will be trained, for a total of 40 educators in all. Recruitment efforts will focus on minority and bilingual teachers, as well as teachers currently working with minority students who have serious emotional disturbances.

Grant Number: **H029E40087**

Minority Personnel Preparation Project

Project Director: SANDERS, JIM

Beginning Date: Jul 25, 1994
Ending Date: Jul 24, 1999

HAMPTON UNIVERSITY
HAMPTON, VA 23668
(804)727-5694

Purpose: This project provides for the expansion of the special education undergraduate training program at Hampton University, which prepares primarily minority students in learning disabilities and behavior disorders (L/BD). Financial support will be offered to 10 juniors and 10 seniors during each of four project years, and to 10 seniors during the fifth and final project year. Students eligible for the support have a declared cognate area of Psychology and will be enrolled in the undergraduate special education training program beginning in their junior year. The undergraduate Psychology-L/BD program will use a curriculum that follows best practice and meets Holmes Group recommendations for teacher training meshed with practical experiences and intensive student teaching arrangements. Didactic coursework in education and special education requires a broad range of observation and experience in practical settings. Coursework covering assessment and instructional planning includes clinical experiences which reinforce basic course content. Revised instruction in educational technology will be infused into all major education and special education coursework, thus making sure the training represents contemporary trends. Graduates of the program will have earned a Bachelor of Arts degree in Psychology and will be qualified for State of Virginia dual licensure in Learning Disabilities and Emotionally Disturbed.

Grant Number: H029E40090

Communicative Disorders Multicultural Training Grant

Project Director: WYATT, TOYA

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

CALIFORNIA STATE UNIVERSITY
FULLERTON, CA 92634
(714)773-3825

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number: H029E40092

The Bilingual Hispanic Project in School Psychology

Project Director: COOK-MORALES, VALERIE

Beginning Date: Dec 1, 1994
Ending Date: Nov 30, 1997

SAN DIEGO STATE UNIVERSITY
DEPT COUNSEL & PSYCH
SAN DIEGO, CA 92182-1179
(619)594-4626

Purpose: San Diego State University will offer culture-centered preservice training for bilingual (Spanish) and bicultural (Hispanic) school psychology trainees. The goals are to: * Increase the number of bilingual Hispanic school psychologists who are fully qualified to provide special education services to bilingual Hispanic children, youth, and their families; * Offer a culture-centered model for the preservice training of bilingual Hispanic school psychologists; * Increase the appropriateness of special education and related services programs for Hispanic children and youth; and * Advance awareness and appreciation of Hispanic issues in education and special education among school psychologists and other educational personnel. The training program includes all required M.S. (equivalent of Ed.S. in other states) and credential courses. This project is an integrated extension of the former training program and supports an ongoing bilingual Hispanic seminar in school psychology; extensive collaboration with field experience supervisors in model practicum sites; multifaceted exposure to bilingual Hispanic role models and mentors; and a systemic plan for the recruitment, retention, and graduation of bilingual Hispanic school psychologists. Trainee competencies will be guided and assured by using a portfolio evaluation process. The project will involve 8 trainees annually. Over the five-year project period, it is expected that training will be provided for at least 21 bilingual Hispanic trainees and that 15 new bilingual Hispanic school psychologists will be graduated and credentialed.

205

Grant Number: **H029E40095**

Minority Personnel Preparation Project

Project Director: TAYLOR, GEORGE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

COPPIN STATE UNIVERSITY
BALTIMORE, MD 21216
(410)383-5949

Purpose: Project RETOOL is intended to improve the retention and recruitment of qualified, certified personnel available to teach children and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds in Baltimore, Maryland. The major goals of the program are twofold: * To prepare each year a cohort of 40 certified special education teachers to work in the Baltimore City Public Schools; and * To initiate a retention program to encourage existing qualified teachers to remain in special education in Baltimore, so as to alleviate the chronic shortage of special education teachers. Through this project, improvements will also be made in the existing curriculum to make it more relevant and responsive to the needs of special education teachers serving a predominantly inner city African American population. The target populations for the interdisciplinary program of instruction are substitute teachers, teachers' aides, and teachers currently employed in positions where there are surplus personnel (e.g., Business, Elementary Education, Health and Physical Education, Home Economics, Agriculture, Driver Education, and Outdoor Education). The program will provide individual plans of matriculation in order to meet the requirements for special education certification. Based on prior experience and education, the curriculum and practicum will take from 18 months to 3 years to complete. The partnership on which this project is based will bring to bear the resources of Baltimore City (tuition support of 75 percent), a cadre of mentors (certified special education teachers), and the experience of one of the oldest teacher training institutions in the state. In exchange for tuition remission, books, and release time, each of the 20 to 25 participants will sign an agreement committing to two years of service beyond graduation and certification.

Grant Number: **H029E50001**

Minority Personnel Preparation Project

Project Director: POLITINO, VIRGINIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NC 27707
(919)560-6186

Purpose: This project is preparing master's level minority adapted physical education teachers with a competency-based approach. The program combines course work in adapted and regular physical education and special education. Course work is supplemented with extensive field-based practica experiences as direct providers and as consulting specialists. Trainees will be equipped to provide physical education services to address the needs of infants, toddlers, children, and youth in rural and metropolitan school districts. Twelve full-time minority trainees and 12 "continuing education" minority trainees will be trained over three years. These graduates will receive the M.S. in Physical Education, with a specialization in adapted physical education. These personnel will be primarily African American. The federal grant allows North Carolina Central University to improve its adapted physical education training program in several ways, by: (a) developing new practicum sites of significant quality; (b) revising the motor development course; (c) revising the seminar course; (d) expanding the role for which the trainee is prepared; and (e) revising the program to integrate new national guidelines.

Grant Number: H029E50002

Project Southeast Asia

Project Director: WEDDINGTON, GLORIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

SAN JOSE STATE UNIVERSITY
PO BOX 720130
SAN JOSE, CA 95172
(408)924-3699

Purpose: This project will recruit and retain bilingual Vietnamese students in training to become speech-language pathologists and audiologists for service to an increasing Vietnamese population of children and youth with speech, language and hearing disorders. Recruitment concentrates on unclassified and transfer sophomores and re-entering Vietnamese students, graduate and undergraduate, from other majors and professions. Building on previous experience, the project is constructing a model for training undergraduate Southeast Asian students, beginning in their sophomore year through their senior year and through graduation into the graduate program in a seamless manner. This project will provide support for 10 trainees throughout their last three years of undergraduate work through a series of support and mentoring activities. Recruitment and mentoring activities will include an array of individualized experiences designed to enhance English competency skills in speaking, reading, and writing, and to integrate all aspects of scaffolding and mentoring with ongoing special, regular, and communication disorders practica. Trainees will become the pool that will attain fully qualified status and go on to serve as the speech-language pathologists and audiologists who work with this Asian-American population. Through their bilingual services to children, they will be able to assess and remediate limited-English-proficient children with speech-language and hearing disorders, thus increasing the children s ability to achieve in literacy, language, and academic performance.

Grant Number: H029E50006

Paraprofessional Training for African-American Speech- Language Pathologists

Project Director: SIMS-DOTY, JUANITA

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

JACKSON STATE UNIVERSITY
JACKSON, MS 39217
(601)968-2426

Purpose: This project intends to increase the number of African American speech-language pathology preprofessional students and to prepare them to successfully meet entry requirements for graduate academic programs. African American students will be recruited for the study of speech-language pathology and will be given additional academic support and preprofessional academic and clinical preparation for graduate school. Because this is an undergraduate-only program, it does not hold accreditation by the American Speech-Language-Hearing Association (ASHA), but serves as a feeder institution by preparing students to successfully enter ASHA-accredited graduate communicative disorders programs. (The Department is, however, in the planning stages of developing and applying for a graduate program in speech-language pathology.) Eight students will be recruited for the first year of the project, and eight for the second year. The recruitment program will include visits to high schools in Mississippi and the distribution of information through Jackson State University s Admissions Office. The academic scope will consist of the traditional Jackson State University Communicative Disorders program with mentors and tutors, in addition to seminars on note-taking, test-taking (particularly standardized tests), time management, and study skills. Students will also receive assistance in seeking and applying to accredited graduate communicative disorders programs.

Grant Number: H029E50008

Preparation of Special Education Teachers to Meet the Needs of Language Minority Students with Disabilities

Project Director: GUERIN, GILBERT

Beginning Date: Aug 24, 1995
Ending Date: Aug 23, 1998

SAN JOSE STATE UNIVERSITY
SAN JOSE, CA 95172
(408)924-3667

Purpose: Special education teachers prepared to work with second-language learners constitute the most severe teacher shortage in California. While one out of five children in special education is limited English proficient, less than one in thirty teachers in special education is bilingual, and virtually no teachers in special education are trained in English language development. At the same time, the dropout rate among minority and second-language learners is staggering. The estimated dropout rate for minority special education students with mild or moderate disabilities is more than 40 percent. This project implements a training program in English language development for special education teachers in training who will serve a culturally and linguistically diverse population of students with mild to moderate disabilities. The program requires both the infusion of language competencies into existing course work and the addition of new courses. It also provides preparation in dropout prevention. An extensive knowledge base has been developed in order to support the needs of a variety of courses and faculty teaching styles. Course work constitutes a concentration within a master s degree program and fulfills state requirements for both special education state credentials and credentials in Cross-cultural, Language, and Academic Development (CLAD) and Bilingual CLAD (BCLAD). The 30 candidates recruited and supported in this project will be fluent in either Spanish or an Asian language as required for the BCLAD credential or will have a minimum of six units in a foreign language as required for the CLAD credential. In addition, 105 monolingual teachers in training in the mild-moderate disabilities program will be prepared to work with second-language learners and culturally diverse students. Training is provided through three options: (a) standard special education preparation; (b) concurrent certification in special and general education; and (c) intern training. This not only serves teacher candidates who have different needs but makes it easy to transport the program to other campuses that may have only one of the three options.

Grant Number: **H029E50009**

Bilingual/ESL Special Education Teacher Training Project

Project Director: RODRIGUEZ, RICHARD

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 1998

WESTERN NEW MEXICO UNIVERSITY
DEPT EDUCATION
PO BOX 680
SILVER CITY, NM 88062
(505)538-6128

Purpose: The State of New Mexico has recently adopted a non-categorical training endorsement. This project will expand a bilingual/English as a Second Language version of this newly approved endorsement for teachers of students with moderate special needs. Trainees will be 30 special education, general education, and bilingual education teachers, primarily from minority backgrounds, who wish to obtain a master's degree in bilingual special education.

Grant Number: **H029E50011**

Project PUMP: Preparation of Urban Minority Professionals in Speech-Language Pathology

Project Director: KAVARSKY, DANA

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

WAYNE STATE UNIVERSITY
326 JUSTICE BLDG., 6001 CAS
DETROIT, MI 48202
(313)577-3337

Purpose: The purpose of Project PUMP is to design a model program to retain minority students during their undergraduate years as communication disorders majors with special emphasis on multicultural issues, thereby facilitating their ability to access graduate education. The preparation of these students will require the completion of all undergraduate course work and practica of Wayne State University's Communication Disorders Program. Along with the addition of new classes, required course content will be infused with information on culturally and linguistically diverse populations as it relates to populations with communicative disorders. Clinical practica will provide opportunities to apply this knowledge by adapting evaluation and intervention procedures for children and youth from multicultural populations. Through course work and clinical practice, students will gain information on the relationship between language, culture, and schooling as it pertains to communication disorders. They will also be expected to participate in a research experience involving cultural and linguistic diversity among school-aged children and youth, under the supervision of a designated faculty member. Over the three-year grant period, this project will prepare 12 funded students, as well as approximately 75 students who will not receive project stipends. Two graduate student stipends will be made available to successful minority applicants from this undergraduate training program.

Grant Number: H029E50016

Teachers for Inclusive Educational Settings

Project Director: FARLOW, LESLIE

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

CALIFORNIA STATE UNIVERSITY
4910 N CHESTNUT
FRESNO, CA 93726
(209)278-0289

Purpose: The TIE project will develop and implement innovative graduate training in special education that: * Integrates general and special education competencies; * Provides preservice special education teachers with maximal applied field-based training; * Incorporates the competencies needed to provide special education services in inclusive educational settings; * Incorporates the competencies needed to work with students from culturally and linguistically diverse backgrounds; and * Increases the number of fully qualified, credentialed special education teachers in California. The project will prepare a minimum of 45 teachers with a state credential in special education and a state certificate in Cultural, Linguistic, and Academic Diversity (CLAD). Teacher training candidates will complete the program in two years: one year of intensive field-based preservice training and one year of internship in public schools. They will complete a credential in general elementary education at the same time. At least 40 percent of these teachers will be from under-represented racial/ethnic groups. Recruitment will target minority student organizations, the University's recruitment offices, paraprofessionals in the public schools, and baccalaureate programs in other minority institutions. TIES could serve as a model for preparing teachers for inclusive educational settings through such innovative features as: (a) university faculty team teaching; (b) training special education and general education teachers together; (c) field-based intensive programming; and (d) inclusion of CLAD competencies.

Grant Number: H029E50018

Project Inclusion through Technology

Project Director: SCHULZ, IRENE

Beginning Date: Aug 1, 1995
Ending Date: Jul 3, 1998

XAVIER UNIVERSITY
NEW ORLEANS, LA 70125
(504)486-0741

Purpose: This project will increase the numbers and skills of African American teachers trained to teach in classrooms in which general and special education students are integrated in the same setting and involved in activities using computer-generated software to meet instructional objectives. The major goal is to train 10 African American teachers to teach children with disabilities in inclusive classrooms by using computer software, including multimedia CD-ROMs, to enhance educational outcomes. These students will receive scholarships for the course of study leading to a degree in special education and Mild/Moderate certification to teach in Louisiana. Another purpose is to develop positive perceptions of inclusion among Xavier University students by providing an understanding of the psychological, social, and emotional benefits of inclusion for children with disabilities, as well as those without disabilities. The project will also disseminate information on teaching in inclusive settings through the use of multimedia instructional software to integrate general and special education students in the metropolitan New Orleans educational community.

Grant Number: H029E50021

Operation La Cumbre

Project Director: WEDDINGTON, GLORIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

SAN JOSE STATE UNIVERSITY
PO BOX 720130
SAN JOSE, CA 95172
(408)924-3699

Purpose: This project will prepare bilingual, Spanish-speaking graduate students in speech-language pathology and audiology. Its objectives are: 1. To increase the number of bilingual, Spanish-speaking students enrolled in the master s degree program in speech-language pathology and audiology; 2. To provide master s level, monolingual (English) students in speech-language pathology the competencies they will need to appropriately serve culturally diverse children; 3. To provide master s level, bilingual, Spanish-speaking students the competencies they will need in order to provide appropriate services to monolingual and bilingual Latino children; 4. To provide master s level, bilingual, Spanish-speaking students competencies to provide inservice training, conduct clinical research, and disseminate information regarding Latino populations; 5. To provide continuing education opportunities in bilingualism to the speech-language professionals in the area; 6. To help the trainees pass the NESPA examination; and 7. To help bilingual, Spanish-speaking trainees to select their first position to ensure that they will have a chance to use the information acquired in this program and to have adequate supervision. This three-year project will assist one group of students through the senior year of the undergraduate program and the two-year graduate program. During the three-year period, six students will be funded to complete the bilingual Latino emphasis graduate program with basic competencies in working with bilingual Latino children. Trainees will complete the entire master s degree curriculum, as well as 3 units in issues in cultural diversity, 3 units in bilingual assessment, 3 units in pragmatics, and 3 units in management of speech-language pathology and audiology programs. During the summer, students will participate in a faculty-directed research project on bilingualism and communication disorders. Each student will be encouraged and supported in developing his or her individual project for dissemination at the local, state, and national levels through presentation at conferences. For some of the students, this experience is expected to lead to a master s thesis.

Grant Number: H029E50027

Minority Personnel Preparation Project

Project Director: BEARD, LAWRENCE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

TUSKEGEE UNIVERSITY
TUSKEGEE, AL 36088
(205)727-8598

Purpose: The goals of this project are: (a) to strengthen Tuskegee University s special education teacher certification program; (b) to introduce African American high school students to the field of special education as a career choice; and (c) to form an alliance between the special education teacher certification programs at Tuskegee University and Auburn University to mutually strengthen each. Within this framework, the project s objectives are: 1. To recruit, select, financially support and retain 30 minority students in Tuskegee University s special education program; 2. To increase the "contact range" that Tuskegee s special education students have with professional educators by requiring that Tuskegee students enroll for no less than two of their twelve required courses through Auburn s Special Education Department.

One of these courses will be Auburn s course on Foundations in Transition for Secondary Students with Disabilities; 3. To require the Tuskegee special education majors to take an active role in the 4-day statewide annual conference on transition in Alabama; 4. To establish a Summer Special Education Career Institute that serves African American high school juniors and seniors in order to attract them to the field of special education as a career choice; 5. To utilize Tuskegee University s already declared special education majors to serve as recruiters and mentors for the summer high school scholars; 6. To establish a faculty exchange program between Tuskegee University and Auburn University, whereby faculty from both universities teach courses and mentor students at the other; 7. To establish library (and other resource) exchange privileges between the two universities; and 8. To formalize a cooperative graduate recruitment program between Tuskegee University and Auburn University, whereby Auburn recruits Tuskegee students into advanced level programs in special education. Included among the benefits to result from this three-year project are: * The recruitment, retention, and baccalaureate graduation of 30 African Americans who have received their special education and undergraduate degree from Tuskegee University with teacher certification in mental retardation; * The recruitment of 100 prospective African American high school students to be introduced to the field of special education as a career choice; and * An alliance between the special education departments of Auburn University and Tuskegee University that will not only strengthen both programs for students and faculty, but will also provide Tuskegee s special education graduates with a direct pipeline for admission to Auburn s master s degree programs in special education.

Grant Number: H029E50030

Minority Personnel Preparation Project

Project Director: OKADA, DORIS

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
DOMINGUEZ HILLS, CA 90747
(310)516-3927

Purpose: In cooperation with the University Affiliated Program at Children s Hospital of Los Angeles, California State University-Dominguez Hills will develop, implement, and evaluate a preservice program to prepare personnel to work with ethnically, culturally, and linguistically diverse young children (birth to age 5) who have disabilities or who are at risk. Trainees will include prospective teachers and related services personnel (occupational therapists, physical therapists, nurses, and school psychologists) from diverse backgrounds. The objectives are as follows: 1. To develop a high quality preservice program for training ethnically, culturally, and/or linguistically diverse early intervention specialists to work with diverse young children who have disabilities or are at risk; 2. To recruit and provide opportunities for personnel from under-represented racial/ethnic groups (African Americans, Asian/Pacific Islanders, and Hispanic Americans) and/or with target language competency, and to attain 100 percent minority enrollment in the program; and 3. To attain a 100-percent trainee retention rate throughout the program and in the first year of employment following completion. During the three-year period, 40 preservice trainees will complete 33 semester units of course work, including hands-on, field-based practicum experiences at the University s Infant-Toddler Development Center, at the UAP at Children s Hospital of Los Angeles, and at model public and private programs in the community. Each trainee will be assigned a project mentor who will provide assistance and support during the training period and will make monthly contacts (including two site visits) for a year following each trainee s program completion. Participants will acquire competencies in assessment and program evaluation, typical and atypical child development, biomedical information and technological procedures, infant and preschool curriculum, family systems and interventions, cultural diversity, and linguistic diversity. They will also have hands-on experiences with children with a range of disabilities and from diverse racial/ethnic populations in varied settings, and will have experiences that lead to an appreciation of an interdisciplinary team approach. Upon completion of the program, candidates will be eligible for the state credential and a master s degree in special education.

Grant Number: H029E50038

Minority Personnel Preparation Project

Project Director: SHENG, KATHERINE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

CUNY
79 5TH AVE
NEW YORK, NY 10003
(212)650-5183

Purpose: This project will develop a much-needed special education teacher training program to prepare minority teachers to work with drug-exposed infants, toddlers, and children at risk for disabilities. Each year, 25 minority teachers will be recruited into this program, which is designed to provide these trainees with essential competencies for working with the drug-exposed population of children. Qualified minority candidates will be selected to receive scholarships to pursue the M.S. Ed. degree in early childhood education, with an emphasis in drug-exposed infants, toddlers and young children at risk for disabilities. During the three years of the project, 75 minority teachers will be prepared to assess, identify, and ameliorate the needs of these children. Successful outcomes will be disseminated to other teacher education programs in the region and to inner city school systems who need teachers with expertise in this area.

Grant Number: H029E50043

Retraining of Teachers for Competencies in Special Physical Education

Project Director: JOSEPH, DAN

Beginning Date: Jun 1, 1995
Ending Date: May 30, 1998

COPPIN STATE UNIVERSITY
BALTIMORE, MD 21216
(410)383-5886

Purpose: Physical education teachers currently working in the Baltimore area public schools will be retrained to meet Maryland s need for qualified teachers to serve the individual needs of students with disabilities. Through this project, these teachers will be involved in a comprehensive sequence of course work and practica experiences. Trainees will receive tuition and fee waivers, books, and incidental expenses if they maintain good standing and a grade-point average of at least 2.75, and meet the advisory and programmatic requirements of the Special (Physical) Education master s degree program. Trainees will also develop relevant competencies through participation in the College s supervised on-campus service program, which provides appropriate aquatics experiences for persons with disabilities. Trainees will participate in mentorship/retention activities in support of their progress toward the master s degree with specific concentration in special (physical) education. As an integral part of academic preparation, a series of Professional Development Workshops will be offered to trainees and local district personnel on topics relevant to the program. The staff of the project will consult with and support trainees in their teaching positions after graduation.

Grant Number: **H029E50045**

Student Training to Advance Recreational Therapy in Schools

Project Director: SKALKO, THOMAS

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FL 33199
(305)348-3905

Purpose: This project will train master's level therapeutic recreation specialists to respond to the unique needs of students with disabilities in urban south Florida and the nation. It offers a model for the preparation of recreational therapists through direct laboratory experience in the school environment. Statistics from the Florida Department of Education indicate that more than 50,000 children enrolled in school in the four-county area of South Florida are receiving special education services. Further, in Dade County alone, ethnic and racial minorities represent approximately 83 percent of the exceptional student population. The STARTS project will provide a cadre of Certified Therapeutic Recreation Specialists to work within the school system to help integrate students with disabilities into the life of the community and to enhance educational objectives. Expected outcomes include: * Training of five full-time and three part-time recreational therapy professionals per year to serve children and youth with disabilities (over the three-year grant period); and * Development of a mechanism for training master's level students in concert with the public schools to promote the provision of recreational therapy services to minority children and youth with disabilities within the school environment.

Grant Number: **H029E50049**

Minority Personnel Preparation Project

Project Director: HUGHES, MARGARET

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
FULLERTON, CA 92634
(714)773-2106

Purpose: Special education enrollment data for 1993 from the California Department of Education showed that 22,845 children aged birth to 5 were served in special education programs across the state. Of these, 17,004 were aged 3 to 5 (served under Part B of IDEA) and 5,843 were aged birth to 2 (served under Part H). In addition, California entered into the implementation phase of Part H as of October 1, 1993, and increasing numbers of infants and toddlers are being identified as needing appropriate early childhood special education services. However, the State of California does not have a statewide early childhood special education teacher credential program developed and available for adoption and implementation by higher education. This forces school districts to hire less than fully qualified personnel (e.g., child development specialists with minimal knowledge of the needs of children with disabilities and their families). This project will recruit, train, and financially support students to prepare them to work with families and their young children, aged birth through 5, who have disabilities or developmental delays, or who are at risk for delays, in both home-based and community-based settings. The goal is to recruit, train, and retain individuals from both interdisciplinary and minority backgrounds in early childhood special education. The objectives are: 1. To recruit and train 8 full-time participants in years one, two, and three; 2. To recruit in the first year, and fully train in two years, 4 part-time participants (e.g., paraprofessionals, people currently working in early intervention and preschool programs without an early childhood credential); 3. To recruit in year three 4 part-time participants who will complete their training in year four; 4. To retain participants in early childhood special education by providing them experiences that build professionalism, networking, and exploration of opportunities such as national conferences concerning early childhood special education. Over 3 years, the project will train 28 fully qualified special education teachers in early childhood special education, plus 4 additional individuals who will become fully qualified 1 year after the grant period (the second cohort of part-time trainees).

Grant Number: **H029E50056**

Master's Training in Early Childhood Special Education for Haitian Creole-Speaking Personnel

Project Director: ROTHLEIN, LIZ

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1999

UNIVERSITY OF MIAMI
CORAL GABLES, FL 33124
(305)284-2102

Purpose: The University of Miami's School of Education is offering a newly revised master's degree program in early childhood special education (ECSE). The major elements of this interdisciplinary training program include education in child growth and development, working with families, the interdisciplinary aspects of ECSE, assessment and intervention with young children who have disabilities, and the cultural issues involved in teaching in urban multicultural settings. The target population for recruitment will be qualified candidates from the Haitian community who do not have training in education but are interested in becoming ECSE teachers. Among the special features of this project are the following: * Upon completion of the master's degree program, students will be eligible for certification in special education and endorsement in early childhood special education. * Preparing new teachers from the Haitian community in ECSE will help to fulfill the need for more ECSE teachers overall and, more important, increase the number of ECSE teachers who will be able to communicate with children and their families in their primary language of Haitian Creole. (Currently, only one of out 92 ECSE teachers in Dade County has this skill.) * The program is interdisciplinary and builds on strong relationships already established among the University's departments and programs, and with community agencies and Dade County Public Schools. * A strand that represents multicultural issues is included throughout all ECSE courses. In addition, the students participate in varied field experiences in multicultural settings. The 3-year grant will provide 95 percent tuition for eight ECSE trainees who will be prepared to provide direct services to young children and their families in Florida and the nation.

Grant Number: H029E50057

Project Lejos: Southeastern New Mexico Hispanic, Bilingual Distance-Education Project in Speech-Language Pathology

Project Director: RIMAC, ROBERT

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

EASTERN NEW MEXICO UNIVERSITY
PORTALES, NM 88130
(505)562-2157

Purpose: This project will train Hispanic bilingual (English and Spanish) individuals who have bachelor s degrees in speech-language pathology so that they may become fully licensed speech-language pathologists through earning degrees. The project will incorporate some unique features into the Graduate Communicative Disorders Program at Eastern New Mexico University: * The existing graduate program will expand by ten half-time students, and will thus graduate ten additional speech-language pathologists during the three-year project period. * The program will expand its curriculum to include classes which address the unique needs of bilingual/bicultural students with communicative disorders, taught in conjunction with the University s Bilingual Education Program. * The program will expand its use of distance learning by way of interactive television classes using technology already present on the campus. * The use of summer school training will be extended, which is especially convenient to students who are working full time in the public schools. * Students will conduct research projects that focus on current issues in bilingual/bicultural speech-language pathology. * The diversity of the University and its Communicative Disorders Program will be positively affected by the addition of more students from traditionally under-represented racial/ethnic groups.

Grant Number: H029E50059

Minority Personnel Preparation Project

Project Director: COOK-MORALES, VALERIE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

SAN DIEGO STATE UNIVERSITY
DEPT COUNSEL & PSYCH
SAN DIEGO, CA 92182-1179
(619)594-4226

Purpose: This project is predicated on: * The dramatic growth of the African American population in California; * The needs of African American children in the context of the National Education Goals; * The continued patterns of disproportionate representation of these children in special education; * The need to enhance the quality and nature of services for African American students with disabilities, their families, and their teachers; * The critical need for fully qualified school psychologists, especially African American school psychologists and others who specialize in meeting the needs of African American children; and * The specific needs of African American school psychology trainees. The project is an extension of the School Psychology Program at San Diego State University. The three-year training program includes all required degree and credential courses (equivalent to the Ed.S. in other states). The project is an integrated extension of the program and supports an ongoing African-Centered Seminar in School Psychology; collaboration with field experience supervisors in model practice; multi-faceted exposure to African American role models and mentors; and a systemic plan for the recruitment, retention, and graduation of African American school psychologists. Six trainees will be involved annually. By the end of the three-year project, at least six trainees will have completed the intensive three-year program of studies and will receive the degree and credential, three will be interns, and three will be students continuing in the program.

Grant Number: H029E60005

Training Speech-Language Pathologists to Serve Multicultural Populations: A Model for the 21st Century

Project Director: Payne, Kay

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

Howard University
Communication Science & Disorders Dept.
2400 Sixth Street, NW
Washington, DC 20059
(202)806-4054

Purpose: The goal of this project is to produce 16 specialized professionals who possess knowledge and skills to provide diagnostic, management and preventive services to multicultural populations including African Americans, Hispanic Americans, American Indians, and Asian Americans whose needs are often neglected or inadequately met. A secondary goal of the project is to increase the number of minority professionals, particularly those who will provide services to infants, toddlers, and youth within public schools.

Grant Number: H029E60008

Preparing Graduate Students & Providing Specialty Training for Professionals in Speech Language Pathology to Service Minority Populations

Project Director: Champion, Tempii

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

Tennessee State University
Dept. Of Speech Pathology & Audiology
330 10th Avenue North
Nashville, TN 37209
(615)963-7030

Purpose: This project will provide specialty training for minority speech language pathologists and enable working professionals to increase their knowledge in the area of multicultural literacy as it relates to speech language development and disorders. A unique aspect of the program is its focus on multicultural literacy in the field of Communication Disorders and its emphasis on more knowledgeable and skilled service delivery to minority populations.

Grant Number: H029E60017

Minority Leadership Training: University of Hawaii Doctor of Education in Exceptionalities Program

Project Director: Prater, Mary Anne

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 2000

University of Hawaii/UAP
Office of Research Administration
2540 Maile Way, Spalding #253
Honolulu, HI 96822
(808)956-7956

Purpose: This four-year project will recruit and train seven to ten trainees, with a preference given to individuals from underrepresented minority groups and the Pacific Basin Region, to complete the Doctorate in Exceptionalities Program, a new specialization of the University of Hawaii (UH) College of Education's Doctoral Program. This program is uniquely positioned to provide multicultural leadership training in special education in an area characterized by the most ethnically diverse populations of the U.S. and has access to a large pool of potential leaders in special education from underrepresented ethnic groups (namely Asian, Southeast Asian, Filipino, and Pacific Islanders).

Grant Number: H029E60029

Training Personnel for the Education of Individuals with Disabilities

Project Director: Taylor, George

Beginning Date: Jun 1, 1996
Ending Date: May 30, 2000

Coppin State College
Division of Education
2500 West North Ave.
Baltimore, MD 21216
(410)383-5949

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number: H029E60044

Speech Language Personnel Preparation for Hispanic Children with Disabilities

Project Director: Acevedo, Mary Ann

Beginning Date: Jun 15, 1996
Ending Date: Aug 31, 2000

Our Lady of Lake University
Programs in Communication Disorders
411 SW 24th St.
San Antonio, TX 78207-4689
(210)434-6711

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number: H029E60049

Recruitment and Training of Minority Preservice Special Education Teachers into Full-Time Graduate Study

Project Director: Hurwitz, Brian

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2000

Jersey City State College
Department of Special Education
2039 Kennedy Blvd.
Jersey City, NJ 07305
(201)200-3023

Purpose: This project addresses the barriers that prevent minority graduates from completing the preservice teacher training graduate program at Jersey City State College. The project will be infused with an intensive field experience component, a new multicultural component, and recruitment of a total of 54 minority students to participate over the four year period. As a result, an efficiently trained, specialized cadre of graduate minority students will be able to effectively meet the needs of culturally and linguistically diverse students with disabilities in New Jersey's urban school settings.

Grant Number: H029E60050

Preparing Special Education Teachers of Culturally Diverse & Limited English Proficient Incarcerated Youth with Emotional and Behavioral Disorders

Project Director: McIntyre, Tom

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

Hunter College
695 Park Avenue
New York, NY 10021
(212)772-4770

Purpose: This project will train 30 qualified special education teachers who are competent in meeting the needs of culturally diverse and limited English proficient incarcerated youth with emotional and behavioral disorders and serious emotional disorders.

Grant Number: H029E60054

Preparing Leadership Personnel

Project Director: Serna, Loretta

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2000

University of New Mexico
Albuquerque, NM
(505)277-5018

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities from racially, ethnically, and linguistically diverse backgrounds, through the provision of preservice training for careers in special education, related services, early intervention, and leadership personnel. These projects include grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. These projects must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse population, and infuse those competencies into special education and related services programs.

Grant Number: H029E60076

Program to Train Bilingual (Spanish/English) Speech-Language Pathologists

Project Director: Iglesias, Aquiles

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

Temple University
School of Communication & Theatre
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
(215)204-8537

Purpose: This program has as its main goal the training of 80 bilingual (Spanish/English) speech-language pathologists during this four-year project. About 16 graduate students will graduate from the program, and an additional 64 bilingual MA students will participate in the intensive summer institute. The project follows a curriculum infusion model in which all class content addresses the needs of cultural-linguistic minority populations. The nature of Temple's MA program in speech-language pathology (infusion of multilingual/multicultural information throughout the academic curriculum and practicum experience) will also provide monolingual (English) students enrolled in the MA program the competencies necessary to address the needs of monolingual and bilingual cultural/lingusitic minority children and their families.

Grant Number: H029E60081

Project BRIDGE: Florida Memorial College Degree

Project Director: Vaughn, Sharon

Beginning Date: Aug 15, 1996
Ending Date: Aug 14, 2000

University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124
(305)284-8611

Purpose: The overall goal of this project is to prepare 28 highly qualified African American students at the graduate level who will meet Florida's endorsement requirements as teachers in early childhood special education (cross-categorical), and who will be capable of meeting the special educational needs of young children with disabilities, ages three to five, and their families.

Grant Number: H029E60082

Teacher Training

Project Director: Stanley, James

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2000

Fort Peck Community College
Teacher Training
Box 398
Poplar, MT 59255
(406)768-5551

Purpose: The Fort Peck Community College will offer special education professional development services to Indian adults on the Fort Peck Reservation in Montana. This project will offer educational opportunities for all eligible Indian adults earning their Associate and/or Bachelor of Science Degree in Special Education, with a total of 16 in each degree program. Career education and counseling/guidance services will be provided to a minimum of 75 eligible Indian adults who want to enter a teacher preparation program. Trainees will develop basic knowledge and competencies needed to understand and serve students (birth to 21) from diverse cultures and languages.

Grant Number: H029E60085

Preparation of Minority Special Education Teachers for Inclusion and Multicultural Education

Project Director: Trusdell, Lee Ann

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

City University of New York
Queens College
Flushing, NY 11367
(718)997-5237

Purpose: The goals of this project are the following: 1) to recruit minority graduate students for special education teaching; 2) to implement a special education teacher education program that prepares teachers to teach culturally diverse children with disabilities in integrated settings; 3) to increase the number of culturally diverse special education teachers with New York State Certification with expertise in inclusive special education; 4) to evaluate the implementation and outcomes of the special education teacher preparation program for inclusion and multicultural education; and 5) to disseminate information about best practice in providing special education within integrated settings.

Grant Number: **H029E70008**

Project Zenith - Multicultural/Multimedia/Emphasis in Speech-Language Pathology

Project Director: Weddington, Gloria

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

San Jose State University Foundation
One Washington Square
San Jose, CA 95092-0139
(408)924-1427

Purpose: This project is designed to educate two cohorts of bilingual graduate students (20 trainees each) in speech-language pathology for specialized training in the diagnosis and treatment of communicative disorders to work in the public schools in low income and limited-English-speaking communities. Included in the specialized training is coursework in bilingual and alternative assessment, instructional technology, and clinical practicum. They will assess and remediate children who represent culturally/linguistically diverse populations with speech-language and hearing disorders, helping to increase the children's ability to achieve in their performance.

Grant Number: **H029E70015**

Urban Special Education Teacher Preparation Program

Project Director: King, Diane

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

Kean College of New Jersey
Special Education Department
Morris Ave.
Union, NJ 07083-0000
(908)527-2327

Purpose: The goal of this collaborative project between Kean College and three urban, multiethnic districts in New Jersey is to increase the numbers of urban special education teachers who come from underrepresented groups; it will achieve its goal through a program of training and certification of teachers and paraprofessionals.

Method: The program will enhance existing initiatives and provide participants with financial assistance, tutoring, counseling, academic advisement, mentors, and other support services needed to ensure their success. The project expects to develop a collaborative model for successful identification, recruitment, selection, retention, and training of minority students in special education.

Grant Number: **H029E70019**

Personnel Preparation in Visual Impairment and Blindness

Project Director: Fazzi, Diane; Dote-Kwan, Jamie

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

California State University, Los Angeles
University Auxiliary Serv
5151 State University Dr.
Los Angeles, CA 90032
(213)343-4400

Purpose: This project proposes to train 48 qualified professionals in the low-incidence field of visual impairment. Graduate level training of education specialists and related service professionals will help alleviate the severe shortage of professionals available to provide appropriate education and support services to infants, toddlers, children, and youth in California who are blind or visually impaired.

Method: The recruitment and training of individuals from traditionally underrepresented groups will be a priority for this project, and a special emphasis will be placed on preparing graduate students to be orientation and mobility specialists and teachers of children with visual impairments and to work with culturally and linguistically diverse urban populations. Program improvements will be developed and institutionalized in the areas of early childhood visual impairment, adaptive technology, and effective transitioning.

Grant Number: **H029E70020**

Project MODEL (Males of Diversity Exhibiting Leadership)

Project Director: McSwain, Arletha J.

Beginning Date: Jun 1, 1997
Ending Date: Jul 1, 2001

Bethune Cookman College
640 Mary McLeod Blvd.
Daytona Beach, FL 32115-3099
(904)255-1401

Purpose: This project specifically targets and prepares African American men to teach and serve as role models for preschoolers with disabilities. It will address current and projected personnel preparation needs by advancing a training model for providing culturally and linguistically relevant education to preschoolers. More specifically, the project will address the critical shortage of African American males who serve as role models for these diverse preschoolers with disabilities and who also have the knowledge, skills, attitudes, and understanding to teach these children.

Grant Number: H029E70021

TSU - Schools Collaborative Professional Preparation Project to Enhance Special Education Teacher Training for Students Exhibiting Emotional and Behavioral Disturbances

Project Director: Aldrich, Sharon D.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

Tennessee State University
Dept. of Teaching and Learning
3500 Joh
Nashville, TN 37209-1561
(615)963-7263

Purpose: This program will increase the availability and quality of special education teachers prepared to serve students with serious emotional disturbances (SED) by adding a new area of concentration in SED to the special education programs at Tennessee State University. The project models a cross-disciplinary, strengths-based approach to teacher preparation through interdepartmental collaboration. Project philosophy, curriculum, and methods adhere to principles of school-linked, integrated services and supports that are based on a psychosocial approach to child development. Program components include a mentorship program for secondary students with SED; a parent co-instructor for a seminar on family perspectives; practica experiences in multiple settings; and preparation in prevention, early intervention, and direct instruction.

Grant Number: H029E70023

Preparing Urban Leaders for Special Education (PULSE)

Project Director: Evans, Susan

Beginning Date: Aug 20, 1997
Ending Date: Aug 1, 2001

University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1080
(415)422-5892

Purpose: The PULSE (Preparing Urban Leaders in Special Education) Project proposes to prepare leadership personnel, with a priority on recruiting candidates from minority and bilingual populations, for a doctoral program in research and college teaching with an emphasis on urban, multicultural special education. It will provide financial assistance for doctoral candidates and it will implement a leadership training model which uses doctoral students to teach and supervise interns in a culturally diverse mildly/moderately handicapped master s degree program. Nine to twelve doctoral candidates will complete the four-year program leading to a Doctorate of Education and ten candidates will receive a master s degree for teaching culturally diverse mildly/moderately handicapped children.

Grant Number: **H029E70024**

Alternative Routes to Teaching: Project ART

Project Director: Evans, Susan

Beginning Date: Jul 5, 1997
Ending Date: Jul 15, 2001

University of San Francisco
School of Education
2130 Fulton St.
San Francisco, CA 94117-1080
(415)422-5892

Purpose: This project of the University of San Francisco School of Education proposes to train forty minority and bilingual paraeducators (instructional assistants and teacher aides) and noncertified substitutes to receive their special education (mild-moderate) credential and master's degree with an emphasis in urban multicultural special education.

Method: Interns will complete a two-year program using field-based training, instruction by urban education specialists, an integrated curriculum, case-based instruction, continuous supervision, and authentic assessment of outcomes. Interns will be team taught and supervised by special education faculty and doctoral students with bilingual, multicultural, and urban expertise. This personnel training program could serve as a state and national model for the training of paraeducators in urban multicultural special education.

Grant Number: **H029E70027**

Special Ed Teacher Preparation

Project Director: Webber, Jo A.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

Southwest Texas State University
601 University Dr.
San Marcos, TX 68666-4616
(512)245-8389

Purpose: Southwest Texas State University proposes to improve the Career Alternatives in Special Education Program, a two-year graduate program whose purpose is to alleviate the shortage of secondary special education teachers, especially minority teachers, by recruiting, training, and placing people seeking second careers, especially those separating from military ranks. The project intends to: improve recruitment strategies for second-career individuals, establish a selection process to determine long-term successful secondary special education teachers, offer additional training and certification in the areas of emotional and behavioral disorders and severe disabilities and autism, improve the quality of mentoring provided to interns during their induction year through inservice training, and encourage retention of teachers by offering regular support and information through electronic mail. It is expected that approximately 65 additional second-career teachers will enter the program as secondary special education teachers.

Grant Number: **H029E70031**

Project LIFE

Project Director: Westby, Carol E.

Beginning Date: Aug 15, 1997
Ending Date: Aug 14, 2001

University of New Mexico College of Education
Simpson Hall
Albuquerque, NM 87131-0000
(505)272-3000

Purpose: The goals of Project LIFE are to: develop an educational program that will provide students from multiple disciplines with the competencies identified in the New Mexico Early Childhood Education Licence, and recruit and retain undergraduate students from culturally and linguistically diverse backgrounds majoring in regular education, special education, family studies, and communication disorders who will be prepared to enter professional graduate programs. Over the four year project, the University of New Mexico will be able to graduate at least 16 students from diverse backgrounds with the academic credentials necessary to apply to graduate programs. It will provide in-depth training in family-centered services for the students to become trainers of trainers. It will assist an additional 24 students in gaining the competencies necessary for early childhood licensure and will increase the numbers of professionals from non-dominant cultural populations.

Grant Number: **H029E70036**

Interdisciplinary Preservice Early Intervention Training of Related Services Personnel and Special Educators to Serve a Culturally Diverse Community

Project Director: Okada, Doris

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

California State University, Dominguez Hills Foundation
1000 E. Vi
Carson, CA 90747-0001
(310)243-3927

Purpose: The objective of this project is to implement high-quality, interdisciplinary preservice programs for the training of prospective teachers and related-services personnel, particularly those from minority groups or with target-language competency, to receive preservice training in early childhood special education; it has set out to retain all trainees throughout the program and into the first year of employment following training.

Method: The coursework includes hands-on, individualized, field-based practicum experiences at an infant/toddler development center, and model public and private programs in the community. Each trainee will be assigned to a mentor and, after completing the program, candidates will be eligible for a credential and a Master's degree in special education.

Grant Number: H029E70042

Training Multicultural/Bilingual Communicative Disorders Specialists

Project Director: Thile, Edmund

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

San Diego State University Foundation
5250 Campanile Dr.
San Diego, CA 92182-1900
(619)594-7106

Purpose: The objectives of this project are to recruit and retain about 35 potential Spanish and other language-speaking students (adding to the number of students already in San Diego State University's Communicative Disorders Program) and to train them as speech-language pathologists, audiologists, and deaf educators for culturally and linguistically diverse children. During the course of the academic year, the students will each have individual educational plans that specify the language and culture courses in which they will specialize, and preclinical and clinical experiences will place the students in multiethnic settings in the community. Volunteer ethnically diverse professionals will serve as mentors for them. Graduate students will be involved in training and tutoring the undergraduate students and will serve as role models.

Grant Number: H029E70043

Special Educators for Culturally and Linguistically Diverse Learners with Disabilities

Project Director: Burstein, Nancy

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

California State University
1811 Nordhoff St.
Northridge, CA 91364-8265
(818)677-3189

Purpose: This project addresses the critical shortage of qualified teachers from diverse backgrounds prepared to serve students with disabilities from culturally and linguistically diverse backgrounds. Graduating college seniors will be recruited to participate in model special education training programs in mild/moderate disabilities or early childhood education. Specific objectives include developing innovative recruitment strategies to attract students to post-baccalaureate programs from underrepresented groups.

Method: The program will be designed to provide crosscultural language and academic development (CLAD) through cross-curriculum competencies and to provide preparation in professional development schools that demonstrates exemplary practices with culturally diverse populations. During the second year of this program, students will obtain positions in Los Angeles schools as interns. This project expects to prepare sixty special education teachers in CLAD; twenty of these will be in early childhood, and forty in mild/moderate disabilities.

Grant Number: **H029E70046**

Recruiting and Training Minority Students into an Early Childhood Special Education Graduate Program

Project Director: Hurwitz, Brian; Juncker, Jo Anne

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

Jersey City State College
Department of Special Education
2039 Kennedy Blvd.
Jersey City, NJ 07305-9809
(201)200-3023

Purpose: This project addresses the problem of recruitment of minority group teachers to work with minority children in special education programs for infants, toddlers, and young children. It will put into effect a plan to improve the quality of training of these candidates by developing an innovative and collaborative early childhood special education graduate program and recruiting 50 qualified minority students to participate in this new graduate program.

Grant Number: **H029E70048**

Holistic Education for the Advancement of Recreational Therapy in Schools (HEARTS)

Project Director: Thurman, Catherine

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

Florida International University
College of Education
11200 SW 8th
Miami, FL 33199-0000
(305)348-2494

Purpose: This project proposes to train twelve bachelor-level therapeutic recreation specialists per year at Florida International University to respond to the unique needs of children and youth with disabilities in urban, multicultural settings in southern Florida and the nation. The project hopes to bridge the gap between professional preparation and service provision by providing the training in concert with public schools to promote the provision of recreational therapy services to children and youth with disabilities within the school environment. The HEARTS Project will provide a cadre of specially trained certified therapeutic recreation specialists to work within public schools to enhance educational objectives and skills to help integrate students with disabilities into the life of the community.

Grant Number: **H029E70052**

Training for Early Childhood Special Education/Teaching English to Speakers of Other Languages Masters' Degree

Project Director: Vaughn, Sharon; Rothlein, Liz

Beginning Date: Aug 15, 1997
Ending Date: Aug 14, 2001

University of Miami
School of Education
5202 University Dr.
Coral Gables, FL 33124-2040
(305)284-3014

Purpose: The principle objectives of this program are: to prepare Master's level students to serve as highly skilled teachers of young children with disabilities, some of whom may be learning English as a new language; to strengthen the preparedness of teachers who are currently inadequately prepared for teaching children with disabilities, especially English language learners; and to prepare teachers pursuing regular early childhood certification, in identification, assessment, and intervention with young children who may have disabilities or come from homes where English is not the only spoken language.

Method: Major elements of this project include education in typical and atypical child growth and development, working with families, early childhood curriculum, assessment and intervention with young children who have disabilities, working with young diverse children in an urban multicultural setting, and a concentration of coursework in TESOL. Students will also complete many field-based experiences, including a full-time internship in a multicultural center for young children with disabilities.

Grant Number: **H029E70056**

Delivery of Speech Services to Minorities

Project Director: Acevedo, Mary A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

Our Lady of the Lake University
411 SW 24th St.
San Antonio, TX 78207-4689
(210)434-6711

Purpose: This project builds on a previous project to improve services in speech-language pathology to culturally and linguistically diverse populations, particularly Mexican-American children from infancy through secondary school. It also intends to increase the number of professionals knowledgeable about language acquisition, assessment, and intervention with these populations, and to increase the number of Spanish-speaking individuals trained as speech-language pathologists.

Grant Number: **H029E70057**

Project Excel: Training Special Education in Inclusive Settings

Project Director: Carver, JoAnne Y.
Beginning Date: Jun 1, 1997
Ending Date: May 31, 2001

Hampton University Dept. of Education
East Queen St.
Hampton, VA 23668
(757)721-5178

Purpose: This project proposes to train 64 preservice special education personnel from minority backgrounds in the area of serious emotional disorders. It places emphasis on the preparation of minority teachers to serve in school-based or site-based leadership roles designed to facilitate the transitioning of culturally diverse adolescents with serious emotional disturbances from inclusive secondary educational settings to appropriate postsecondary environments.

Method: The project will identify, recruit, and retain culturally diverse special and regular education teachers in a master of the arts program. Personnel will be trained in providing transition services assistance from school to postsecondary settings; classroom management strategies for students with severe behavior problems in inclusive settings; use of authentic and other developmentally appropriate assessment techniques; use of classroom technology; promotion of research development activities; and development and maintenance of parent-school-university collaborative partnerships.

Grant Number: **H029E70058**

Stone Child College Minority Institutions Teacher Training Program

Project Director: Small, Robert
Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

Stone Child College Federal Programs
RR1 Box 1082
Box Elder, MT 59521-1082
(406)395-4313

Purpose: The purpose of this project is to provide advanced training for Chippewa Cree personnel serving infants, toddlers, children, and youth with disabilities. It intends to eliminate the national, state, and regional shortages of qualified American Indian special education professionals and paraprofessionals. It will recruit and retain American Indians in special education at three levels: the associate (at Stone Child College); the bachelor (a distance learning program with the University of Great Falls); and the master (through Montana State University). Through these programs the project will develop in each student the basic knowledge and competencies needed to understand and serve American Indian disabled students.

Grant Number: H029E70065

Preparation of Teachers for Learners with Severe Disabilities Including Deaf-Blindness from Diverse Urban Populations

Project Director: Silberman, Rosanne

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

Research Foundation of CUNY
695 Park Ave.
New York, NY 10021
(212)772-4740

Purpose: This project, a Master s Degree program at Hunter College (CUNY), is a response to the critical shortage of preservice training programs to prepare teachers of children with severe disabilities, including those with deaf-blindness, within the diverse populations of New York City. The project will be a collaborative effort between special and general education to improve the quality of learning and to increase educational opportunities and standards for all learners. The program will include a competency-based model of coursework for the graduate students; a new methods course that is team-taught by faculty from bilingual, general, and special education; practicum experiences with culturally diverse learners who have a range of severe disabilities; on-site observations by the faculty field supervisor; and the establishment of partnerships with families in the practicum component. A total of sixty graduate students will be prepared to teach the targeted low-incidence population; intensive recruiting efforts will be made to enroll students from racially, culturally, and ethnically diverse groups.

Grant Number: H029E70067

Training Minority Speech-Language Pathologists to Work with Communicatively Disordered Who Are Victims of Substance Abuse

Project Director: Screen, Robert M.

Beginning Date: Jun 1, 1997
Ending Date: May 31, 2001

Hampton University
Queen St.
Hampton, VA 23668-0099
(757)727-5431

Purpose: The project addresses the shortage of speech-language pathologists, particularly minorities, in providing speech, language, and hearing services to infants, toddlers, and preschool children, with a special focus on those who are victims of substance abuse or African American children born in the inner city. The project provides for recruitment and financial assistance for seven graduate students each year for four years. The students will study informational materials about substance abuse in their courses and workshops. A strong effort will be made to recruit students from linguistically diverse populations into the undergraduate program in communicative sciences and disorders at Hampton University. At the end of the program, the students will have acquired competencies in the identification, assessment, and treatment of infants, toddlers, and preschool children from the targeted population.

Grant Number: **H029E70068**

Lakota Early Childhood Project

Project Director: Medearis, Cheryl

Beginning Date: Jul 1, 1997
Ending Date: Jun 1, 2001

Sinte Gleska University
2nd and Lincoln Marcus Building
Mission, SD 57555-0008
(605)856-2886

Purpose: This program will train teachers of Native American background for endorsement in early childhood special education in a rural reservation area. The project would afford accessible education needed by persons directly affecting young children and their development.

Method: Because the program is a collaboration between students on a reservation and the university affiliated program at the University of South Dakota, the trainees do not have to wait for the program of study to be developed and the faculty on the reservation can work within their own setting and contribute their particular strengths. At the end of the four-year project, the tribal institutions will have a proven set of courses infused into their system and available to the reservation communities, assuring the development of minority early childhood special education professionals for the future.

Grant Number: **H029E70073**

Minority Assistance and Pacific Partnerships (Project MAPP)

Project Director: Robinson, Nancy

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

University of Hawaii Affiliated Programs
2530 Dole St. Sakamaki D
Honolulu, HI 96822-0000
(808)956-4454

Purpose: The proposed project, building on the successful development and demonstration of Project MAI (Minority Assistance Institute), is designed to assist students of underrepresented ethnic minority backgrounds to complete bachelor's degrees in special education in related services careers to serve children and youth with disabilities. Students who participate in the program will have three options: an undergraduate major in disability studies, an undergraduate minor in disability studies that is integrated with a traditional degree program (such as nursing), or a graduate minor in disability studies. The interaction of undergraduate and graduate students within the same cohort is planned to increase formal and informal opportunities for peer mentorship and support. The project should support a total of 50 students of minority backgrounds to complete bachelor's and master's degrees with a focus on disability studies.

Competion 84.029F: Preparation of Related Services Personnel

Grant Number: **H029F40006**

Preparation of Minority Personnel in Therapeutic Recreation

Project Director: BEDINI, LEANDRA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF NORTH CAROLINA
DEPT LEISURE STUDIES
GREENSBORO, NC 27412
(919)334-3260

Purpose: Through this project, UNC-Greensboro will implement a new cooperative program to provide preservice preparation to increase the quantity and quality of personnel from under-represented groups working in therapeutic recreation for children and youth with disabilities. The Department of Leisure Studies at the University of North Carolina-Greensboro offers an accredited Recreation degree, with a concentration in Therapeutic Recreation. North Carolina A&T University offers a degree in Recreation Administration only. Through the Greater Greensboro Consortium, both universities will work in cooperation to offer African American students from A&T and UNC-Greensboro the opportunity to acquire a degree in recreation from their own university and a concentration in therapeutic recreation from UNC-Greensboro. Thirty African American students will graduate and become Certified Therapeutic Recreation Specialists through this project.

Grant Number: **H029F40013**

Preparation of Related Services Personnel: Preservice Training of Occupational Therapists to Provide Services to Children w/ Emotional & Behavioral Disorders

Project Director: DEITZ, JEAN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF WASHINGTON
DEPT OF REHABILITATION MEDICINE
3935 UNIVERSITY WAY, NE
SEATTLE, WA 98195
(206)685-7412

Purpose: This project will provide a program of study for pediatric occupational therapists which will offer graduate-level preservice training with a special focus on children with emotional and behavioral disorders and the inclusion of these children in educational settings. This project offers the only program in the northwest region of the United States for pediatric occupational therapists. Trainees will be prepared to work with children with emotional and behavioral disorders, particularly those who are at risk due to cultural differences, poverty, inaccessible geographic locations, parental substance abuse, or parental developmental disabilities. A Pediatric Emotional and Behavioral Disorders Specialization Track will be incorporated into the existing Graduate Program of the Division of Occupational Therapy. This track will offer both didactic and practicum preservice training which will focus on: * Current assessment and intervention strategies appropriate for children, especially those described above; * Providing services that are sensitive to cultural practices, family priorities, and geographic locations; * Working effectively in a variety of roles (i.e., team members, interventionists, case managers, consultants) in interdisciplinary preschool and elementary school special education programs; and • Providing consultation services to school personnel, caregivers, and families in urban and rural environments to enhance their abilities to optimize function within the caregiving and educational contexts. Two new courses, entitled "Effective Service Delivery in Educational Settings" and "Assessments and Interventions for Children with Emotional and Behavioral Disorders," will be developed and implemented. These courses will have an interdisciplinary focus and will be open to graduate students from other disciplines. In addition, four 90-hour clinical practica (three in the school system and one in an interdisciplinary pediatric assessment clinic) and one 30-hour practicum in the Fetal Alcohol Syndrome Clinic will be designed, implemented, and evaluated. Students will be required to participate in a minimum of two 90-hour practicum experiences and the practicum at the Fetal Alcohol Syndrome Clinic. Over a three-year period, 12 occupational therapy graduate students will be awarded one-year stipends and tuition for participation in this program of study.

Grant Number: **H029F40016**

Preparing School Psychologists for Home-School Collaborative Efforts that Enhance Children's Academic and Social Competence

Project Director: KNOFF, HOWARD

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF SOUTH FLORIDA
DEPT PSYCH
4202 FOWLER AVE
TAMPA, FL 33620
(813)974-3246

Purpose: The preservice training of this project will integrate home, school, and community service programs for students from under-represented racial/ethnic groups and disadvantaged students and their families, including students with disabilities. The focus is on promoting full qualifications for personnel and improving services for minorities. The program will prepare preservice school psychologists to provide services to impact targeted students' academic and social competence. This will be accomplished through an initiative involving service and training to inner city schoolwide Chapter 1 and full-service network schools, using seven interdependent components.

Grant Number: **H029F40019**

Transition Assistance Improving Services for Minorities Meeting National Educational Goals

Project Director: Coyle, Catherine

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

TEMPLE UNIVERSITY
BROAD ST & MONTGOMERY AVE
PHILADELPHIA, PA 19122
(215)204-6731

Purpose: The apparent inability to incorporate recreation and leisure into the educational curriculum of individuals with disabilities is troublesome, especially as there is growing recognition of the need to meet social and activity needs of individuals with disabilities through leisure as opposed to work. In fact, a 1986 national survey of state directors of special education reported that more than 60 percent of them believed that a greater emphasis is needed on recreational and leisure services as integral components of community life for individuals with disabilities, and that leisure, recreational, and independent living skill development should be an integral part of the special education curriculum. Current educational curricula in therapeutic recreation do not meet this need, as they typically focus on the provision of therapeutic recreation services within clinical settings. Individuals in therapeutic recreation need to be trained in the unique administrative and logistical aspects of special education and the role of therapeutic recreation within special education. Curricula need to be designed to educate therapeutic recreation students to work within the school setting and to demonstrate to special education systems the manners in which therapeutic recreation can be included in the educational curriculum of children and youth with disabilities. Therefore, this project will: * Increase the quality and quantity of therapeutic recreation practitioners who can direct their services toward enhancing the educational goals of special education programs in the area of transition services to adult life, and who can provide leisure services that meet the needs of children and youth from under-represented groups — through the development of a new master's degree curriculum in therapeutic recreation; * Develop a collaborative network between therapeutic recreation specialists and special education teachers that will specifically address the recreation and leisure transition needs of all students with disabilities — with a special emphasis on providing services to students from historically under-represented racial/ethnic groups; and * Train master's level practitioners who are cognizant of the National Education Goals, especially in the area of parental involvement in educational reform, and who have worked with parents of children with disabilities to advocate the most appropriate educational services for their children. The new curriculum will require seminar courses designed to examine the role of therapeutic recreation in special education. Students will be required to complete training practica and class projects on topics related to special education and the role of therapeutic recreation in this setting. Students' theses or projects will focus on topics directly related to the role of therapeutic recreation in special education. Tuition support and stipends will be awarded to master's level graduate students who will provide therapeutic recreation interventions in special education settings in the eastern region of Pennsylvania and work with parents of students in these settings to develop recreation advocacy groups. Ten students will be trained and graduate over the four-year project period. Additional students will, however, graduate as a result of this project as the new curriculum will sustain the program at the project's conclusion.

Grant Number: H029F40023

Southwestern Orientation and Mobility Preparation Program

Project Director: ERIN, JANE

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1999

UNIVERSITY OF ARIZONA
DEPT SPECIAL EDUCATION & REHABILITATION
COLLEGE EDUCATION
TUCSON, AZ 85721
(602)621-0945

Purpose: The Vision Program at the University of Arizona will use federal assistance to continue an innovative certification and graduate degree program in Orientation and Mobility (O&M). The Southwest Orientation and Mobility Preparation Program includes special emphasis in preparation for working with preschool-aged and severely, multiply challenged children with visual impairments and is one of only two O&M preparation programs of any kind in the western United States, excluding California. Over the five years of this project, approximately 30 individuals will complete certification and/or advanced degree preparation. In addition to maintaining and redefining current program features, a number of new components will be implemented, including: * An increase in the number of specialists prepared in a year-long program from four per year to six per year; * Increase in the number of hours spent in practicum experiences. Specifically, the spring semester practicum will be increased from 10 hours per week to 15-20 hours per week, and summer internships will be increased in duration from 8 weeks to 10-12 weeks; * Expansion and refinement of preparation procedures and strategies for teaching O&M skills to individuals with low vision, which are different from those used in teacher preparation and actual instruction of individuals with total blindness. This will be accomplished through components such as: (a) inclusion of simulated low vision O&M practice into the typical "blindfold" experience equal to one day per week, to allow students to experience a simulated O&M curriculum as experienced by low vision students; (b) recording by students of the unique techniques necessary to facilitate O&M by individuals with low vision (and differing from those used by individuals with total blindness) and collection into a curriculum notebook with a section for strategies for individuals with total blindness and one for strategies for individuals with low vision; and (c) focus on issues related to instruction of individuals with low vision in all O&M courses. * Addition of a required O&M core course focusing on developmental issues pertaining to education of preschool and severely, multiply challenged children and preparation in strategies for teaching O&M to these children. In addition to instruction in the unique needs of such children, this course will include a practicum experience which will provide students the opportunity to develop a long-term teaching relationship with a child of preschool age or a child with multiple challenges across two to three semesters. This course will also be open to individuals not admitted to the full program who wish to prepare in specific areas of preschool and multiple impairments.

Grant Number: H029F40034

Related Service Training Project: Orientation & Mobility for Children and Youth with Visual & Multiple Disabilities

Project Director: FAZZI, DIANE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

CALIFORNIA STATE UNIVERSITY
UNIVERSITY AUXILIARY SERVICES
5151 STATE UNIVERSITY DR
LOS ANGELES, CA 90032
(213)343-4400

Purpose: This five-year project will train 40 fully qualified orientation and mobility (O&M) specialists at the master s level. The recruitment and training of individuals from under-represented groups for this project will be a priority. An emphasis will be placed on preparing O&M specialists to work with culturally and linguistically diverse populations in order to adequately address the changing demographics in the United States. Trainees will receive in-depth course work and practicum experiences related to serving children and youth with multiple disabilities, including blindness and visual impairments. In addition, issues and skills related to transitioning visually impaired youth from school to self-sufficient adult roles will be infused into the curriculum and practicum experiences during the project period.

Grant Number: H029F40045

American Sign Language/English Interpretation. Will Graduate 18 Students Each Year, Will Serve Those Who Are Deaf in Oregon or Other NW States

Project Director: FREEBURG, JOHN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

WESTERN OREGON STATECOLLEGE
REGIONAL RESOURCE CENTER ON DEAF EDUCATION
MONMOUTH, OR 97361
(503)838-8444

Purpose: Western Oregon State College established a one-year sign language interpreter training program in 1974. This certificate program prepared 18 to 20 interpreters per year until spring 1993, when approval was granted to convert it to a 61-credit undergraduate (non-teaching) major. This program now offers a Bachelor of Science degree in American Sign Language/English Interpretation (BSI). The current project requests five years of funding to support student stipends (60 percent of direct costs) for 36 students per year (18 juniors and 18 seniors) selected to participate in the BSI program. The University is also continuing its tradition of matching federal training grant funding with state-supported student tuition waivers. Activities of the project will include: * The revision and national distribution of the bachelor s degree curriculum; * The development of a bilingual/bicultural minor; * A strengthened minority recruitment strategy; * New course content that addresses interpreting in trilingual settings; and * Increased curricular emphasis on the issues of interpreting in rural areas.

Grant Number: **H029F40046**

University of Kansas School Psychology/Early Childhood Special Education Personnel Preparation Project

Project Director: Kleinhammer-Tramill, Jeanne

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

UNIVERSITY OF KANSAS
INSTITUTE LIFE SPAN STUDIES
3001 DOLE
LAWRENCE, KS 66045
(913)864-4950

Purpose: The goal of this project is to provide high quality personnel preparation at the early childhood special education level for school psychologists, through a collaborative effort between the Kansas University Affiliated Program, the Departments of Special Education and Educational Psychology and Research, and other departments representing related service areas at the University of Kansas. The objectives include: * To develop a collaborative, interdisciplinary model program at the University of Kansas to prepare school psychologists to provide services in early childhood special education; * To develop a system for collaborative advisement and recruitment of school psychology students into the preservice early childhood special education training component; * To deliver preservice coursework and practica which will prepare school psychologists to serve young children with disabilities and their families within integrated service systems; * To place school psychologists to provide early childhood special education services in professional positions through cooperative planning with the State ICC, KDHE, the state education agency, the CSPD Committee, and the Kansas Recruitment/Retention Project; and * To disseminate the model for preparation of related services personnel to serve broader age spans and to provide services in the context of integrated service systems.

Grant Number: **H029F40049**

Native American Specialty in Related Services Personnel

Project Director: ROBINSON, CAROL

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

SAN DIEGO STATE UNIVERSITY
5178 COLLEGE AVE
SAN DIEGO, CA 92182
(619)594-6109

Purpose: San Diego County has a large American Indian population on 18 reservations, as well as a sizable urban population of American Indians, whose unique issues span learning style, culturally appropriate assessment and intervention, parent involvement, non-completion of school, communication issues, and the urgent need for American Indian role models. Attention to these issues is reflected in the key features of this project, which is developing and evaluating American Indian specialty competencies in each related services component, as well as providing interdisciplinary involvement. The project will provide preservice training for 46 American Indians in school psychology, rehabilitation counseling/transition, and service as rural paraprofessionals. It builds on San Diego State University's School Psychology and Rehabilitation Counseling Programs, recognized nationally for multicultural emphases, and on the ongoing involvement of the project's staff with local American Indian communities. The goals over a five-year period are to: * Select eight, and graduate at least five, American Indian school psychologists with expertise in culturally appropriate service delivery to American Indian children and youth; * Select eight, and graduate at least six, American Indian rehabilitation counselors who specialize in transition issues for children and youth with identified disabilities; * Implement a Rural Paraprofessional Certificate Program compatible with identified needs of local rural schools and American Indian youth; * Select thirty, and graduate a minimum of 24, American Indian paraprofessionals to serve American Indian children and youth in special education and children at risk of disabilities; and * Disseminate a minimum of two professional publications in school psychology, two professional publications in rehabilitation counseling, and ten presentations at professional conferences. The CIPP (Context, Input, Process, Product) evaluation model will prove a total systems focus and attention to the educational decision-making process. Evaluation activities (for example, portfolio development, contact logs, student staffings, advisory board input, and comprehensive examinations) will produce extensive data for ongoing formative and summative evaluation.

Grant Number: **H029F40062**

Training Paraprofessionals in Transition Services

Project Director: Albright, Leonard

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

CALIFORNIA STATE UNIVERSITY
DEPT OCCUPATIONAL STUDIES
1250 BELLFLOWER BLVD
LONG BEACH, CA 90840
(310)985-8103

Purpose: The goal of this project is to prepare paraprofessionals from a variety of public education and related services agencies to provide transition services to persons with disabilities. The preservice training program, which consists of 40 units of coursework and field-based experiences, represents a substantial refinement and expansion of the extant undergraduate transition services training program which has been in operation since July 1989. Program enhancements comprise four major objectives. First, the training group will be diversified through the recruitment of individuals who are disabled, parents, and persons from under-represented groups. Second, the training curriculum will be revised to incorporate a comprehensive set of empirically based training competencies which reflect increased emphasis on promoting client self-advocacy, multiculturalism, and interdisciplinary collaboration among service providers. Other modifications include the use of a competency-based career portfolio for monitoring and evaluating trainee progress and increased participation of local agency personnel in the supervision of student practica. Finally, an important thrust of this project is to institutionalize this training opportunity for paraprofessionals within the Department of Occupational Studies. A total of 75 paraprofessionals will be trained over a five-year period, with at least 33 percent as members of under-represented groups. Specifically, 15 individuals will be recruited each year for five years, with five per year being parents of persons with disabilities, and 5 per year being persons with disabilities. Another accomplishment of the project will be the establishment of a formal undergraduate transition services degree option within the Department of Occupational Studies.

Grant Number: H029F40069

Schools and Families Together (SAF); Training of School Psychologists and Parent Paraprofessionals to Increase Student Success for Students

Project Director: CHRISTENSON, SANDRA
Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF MINNESOTA
SCHOOL PSYCH PROGRAM
350 ELLIOTT HALL, 75 E RIVER
MINNEAPOLIS, MN 55455
(612)624-0037

Purpose: This project will educate specialist-level school psychologists to develop home-school partnerships to increase school success of students with disabilities. The training program builds on the systems-ecological model of training developed with support from a personnel preparation grant from 1989 to 1993. In addition to the required core school psychology course work, students complete three family/school-oriented courses and the PATHS seminar, which stands for Parents and Teachers Heading to Success. The PATHS seminar is the vehicle for monitoring students varied practical experiences for working with families whose children are disabled. Practicum sites are at three urban schools, grades K-8. Although the goal is to educate school psychologists, the format allows for an opportunity to train parent paraprofessionals as well. In total, 15 school psychologists and 18 parent paraprofessionals will be trained within the five years of funding. Two manuals will also be produced.

Grant Number: H029F40081

School Psychologists in Early Childhood Services (SPECS) Training Project

Project Director: PETERSON, CARLA
Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1999

IOWA STATE UNIVERSITY
DEPT HUMAN DEVELOPMENT & FAMILY STUD
101 CHILD DEVELOP BLDG.
AMES, IA 50011
(515)295-3040

Purpose: This project will train school psychology students to work with interdisciplinary teams in the design and delivery of state-of-the-art early childhood special education services. Varied training activities will include coursework, seminars, supervised practica experiences, supervised program evaluation and research work, and special summer institutes, all designed to ensure that trainees acquire identified project competencies and meet licensure requirements for school psychologists. The following goals will be addressed: * To implement a recruitment and retention plan to meet the high demand for school psychologists trained to provide early childhood special education services to children and families in Iowa and the surrounding area; * To develop and implement the project by building on the strengths of the Departments of Psychology and Human Development and Family Studies at the university; * To monitor the project s work scope and evaluate the impact of training on graduate trainees, on children and families served in early childhood special education programs, and on agencies delivering services; and * To disseminate information regarding the project s materials, processes, and outcomes to other universities and state and community agencies in an effort to broaden its impact. Trainees will acquire knowledge and skills in family-centered services, the developmental needs of infants and young children, interdisciplinary and transdisciplinary teaming, interagency collaboration, and consultation. Three to four full-time trainees will be recruited during each of the five years of funding, and practicing school psychologists will have opportunities to gain additional training in early childhood special education service delivery.

Grant Number: H029F50006

Therapeutic Recreation in Inclusive Settings. Preparing Personnel to Meet the National Education Goals

Project Director: DATILLO, JOHN

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF GEORGIA
ATHENS, GA 30602
(706)542-5064

Purpose: Project TRIS will bring about substantial improvement in the existing therapeutic recreation master s level training program at the University of Georgia. Graduates will be certified therapeutic recreation specialists who assume positions in inclusive schools and community recreation programs, and who can provide support services to special education personnel. In conjunction with other support, federal funds will produce 18 graduates, who will have met academic requirements of the national certifying examination in therapeutic recreation and will serve as models for the advancement of the field in inclusive settings. Students will learn facilitation techniques used for a variety of students possessing different disabilities across various stages of development. Instructional methods will incorporate research, philosophy, programming, and technology to meet students needs so that they can respond to the Americans with Disabilities Act and the Individuals with Disabilities Education Act. Departmental courses will be conducted in an interactive format that incorporates systematic discussion and presentation accompanied by practical application of learned material in inclusive internships and practica. Trainees will be exposed to relevant literature and will be responsible for assimilating and producing research that leads to state of the art practice in therapeutic recreation.

Grant Number: H029F50022

North Carolina Transition Services Cooperative Preparation Program

Project Director: TEST, DAVID

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF NORTH CAROLINA
CHARLOTTE, NC 28223
(704)547-2531

Purpose: This cooperative personnel preparation project provides graduate training to professionals who are interested in becoming transition coordinators. The project is a mutual effort of the University of North Carolina-Charlotte, the North Carolina Department of Public Instruction, and the North Carolina Division for Vocational Rehabilitation. Graduate level course work will be provided through an interactive fiber optic network, combined with on-site instruction, to sites at four partner universities in addition to UNC-Charlotte, which will serve as home site. Federal funds will allow UNC-Charlotte (which has the only concentration in supported employment and transition in North Carolina) to refine and expand its transition-related course work for professionals who would otherwise not have access to it. By providing courses through the NC REN (North Carolina Research and Education Network), the project will increase the number of qualified transition professionals across the state in a relatively short period of time and in a cost-effective manner. It is expected that 50 students will be enrolled in each of two phases, each with partner sites across North Carolina. Phase 1, which will begin in January 1996, will include UNC-Charlotte (central region), Appalachian State University (western region), and the University of North Carolina-Wilmington (eastern region). Phase 2, which will begin in the summer of 1997, will include UNC-Charlotte, North Carolina Central University (eastern region), and Western Carolina University (western region). In conjunction with the North Carolina Department of Public Instruction, the project will develop a Transition endorsement for professionals interested in providing transition services. Thus, the project has the potential to provide well-prepared professionals with a Transition endorsement for virtually every local education agency in the state.

Grant Number: H029F50023

Transitional Therapeutic Recreation Services in Rural Areas: A Master's Level Training Program Emphasizing Leisure Education

Project Director: KILLOREN, ROBERT

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

PENN STATE UNIVERSITY
UNIVERSITY PARK, PA 16802
(814)865-1372

Purpose: The intent of this project is to help alleviate the shortage of adequately trained master s level therapeutic recreation personnel, with special attention to interdisciplinary transitional services for adolescents and young adults from rural areas. Leisure education, a critical aspect of the transition process, is also an emphasis of the project. This emphasis on leisure education to achieve rural transition represents a new direction for Penn State s master s program in therapeutic recreation. Approximately ten full-time master s students in recreation and park management (therapeutic recreation emphasis) will be funded during the three-year project period. Graduates will possess transition-related skills and competencies in the application of leisure education in rural communities. A broad range of learning environments, from classroom instruction to supervised internships at model research practicum sites serving persons in rural areas, will be provided to trainees. Through course work and related requirements, they will be exposed to relevant literature and be responsible for assimilating research that substantiates state-of-the-art practice in therapeutic recreation.

Grant Number: H029F50031

Transdisciplinary & Family Centered Model for Promoting Early Childhood Specialization in Psychology

Project Director: Epps, Susan

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

University of Delaware/Newark
University Affiliated Programs
NEWARK, DE 19716
(302)651-4558

Purpose: The University of Delaware will use federal funds to support the development of a new training program that implements an educational and clinical specialization sequence in developmentally delayed, medically complex, and at-risk infants, toddlers, and preschoolers. The program will provide seminars, applied research opportunities, and extensive competency-based clinical experiences in community, hospital, and clinic settings for twelve trainees in the graduate school and clinical psychology programs over the period 1995 to 1998. A transdisciplinary perspective is emphasized as trainees build on skills in two major areas: * Clinical activities, including assessment (behavioral, developmental, educational, play, and psychometric); intervention and therapy; consultation and collaboration; medically complex conditions; family priorities and supports; and community resources; and * Applied research in ongoing early intervention research and program evaluation projects. In addition, trainee awareness of public policy issues will be targeted.

Grant Number: H029F50032

Increasing Professionals & Minorities in School Psychology

Project Director: WILSON, RICH

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

BOWLING GREEN STATE UNIVERSITY
BOWLING GREEN, OH 43403
(419)372-7358

Purpose: This project will identify, recruit, enroll, retain, graduate, and secure employment for minority school psychologists in Ohio. The need for this approach is based on two factors. First, there is a growing disparity between the number and percentage of minority students in the public schools (especially among minority students with disabilities) and the number and percentage of minority school psychologists. Second, there is a desire to provide all students with exposure to the perspectives brought to the educational environment by professionals from diverse and under-represented groups. The project s objectives are to: * Carry out an aggressive recruitment campaign involving site visits to Historically Black Colleges and Universities, which will result in three or more qualified minority candidates for the School Psychology Program; * Admit three or more minority graduate students in the first year of the School Psychology Program, where they will successfully complete first-year course work; * Retain three or more minority graduate students into the second year of the BGSU School Psychology Program where they will successfully complete second-year course work and practica, attend a summer conference, participate in recruitment activities, and attend and present at Ohio conferences and national conferences; * Graduate three or more School Psychology students; * Place three or more minority School Psychology student graduates into third-year internships in local education agencies with significant minority student populations where they will successfully complete supervised internships; * Secure full-time employment for Project PROMISE graduates following the end of their internship year; and * Evaluate the results of the project. Thus, for each year of the project, six School Psychology minority students (three in the first year of the program and three in the second year of the program) will be supported. Training and educational experiences will lead to certification, licensure, and employment in Ohio as school psychologists.

Grant Number: **H029F50033**

Preparation of Related Services Personnel in Teaming/Collaboration & Consultation

Project Director: ROBINSON, CORDELIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF COLORADO
CAMPUS 123, PO BOX 173364
DENVER, CO 80204
(303)270-7224

Purpose: The major purpose of this project is to support the preparation of highly trained professionals who can create and facilitate a collaborative environment and provide consultation to direct service providers of students with disabilities from birth to age 21 in a variety of school and community-based settings. The program is competency-based, family-centered, and interdisciplinary in its approach to personnel preparation. Practicum experiences are provided within fully integrated school and community-based programs. Trainees include occupational and physical therapists, speech-language pathologists, and nurses. The program provides these graduate-level students with opportunities to: * Develop in-depth knowledge of a team approach to service delivery; * Develop in-depth knowledge of consultation models; * Function as consultants with interdisciplinary, interagency teams; * Work with families as equal partners on teams from a variety of agencies and programs; and * Provide services that are consistent with current knowledge of best practice. Course work and practice are delivered by an interdisciplinary faculty in conjunction with parents of children with disabilities. Based on linkages with the University of Colorado Department of Communications, University of Colorado Health Sciences Center School of Nursing and Department of Allied Health, Colorado State University Department of Occupational Therapy, University of Northern Colorado Department of Communications, and University of Colorado Department of Special Education, graduate students are recruited who are currently enrolled in training programs from these institutions of higher education. The collaboration and consultation program supplements and complements the students' existing graduate programs.

Grant Number: **H029F50044**

Related Services Personnel Preparation Project

Project Director: CARCUS, CAROLYN

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UTAH STATE UNIVERSITY
LOGAN, UT 84322
(801)797-1465

Purpose: The purpose of this project is to enable Utah State University's Psychology Department to recruit and support American Indian students for training in the Master's in School Psychology Program. Two master's students will be trained each year. Recruitment will be nationwide, with an emphasis on the Navajo reservation. Selection of applicants is based on selection criteria specifically developed for prior American Indian graduate student cohorts at the university. Upon graduating from this program, the American Indian students will serve as school psychologists, providing services to American Indian students with disabilities in bilingual and bicultural communities. The project will develop a series of twelve preservice/inservice teleconference presentations for American Indian professionals in the field and American Indian psychology students and others interested in current issues in rural and minority psychology. The curricula for these hour-long presentations would be developed from Utah State University and broadcast via satellite with an 800 telephone number available for interactive participant dialogue. The teleconferences will enhance the development of a professional network of students in school psychology training, isolated rural minority professionals, and experts in the field of psychology. A national association of American Indian school psychologists that is affiliated with the National Association of School Psychologists will be promoted as part of this effort.

Grant Number: **H029F50045**

A Multicultural School Psychology Training Program

Project Director: LOPEZ, EMILIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

CUNY
QUEENS COLLEGE
FLUSHING, NY 11367
(718)997-5234

Purpose: An increase in culturally different disabled and at-risk students has created a need for school psychologists who are sensitive to cultural differences and can provide quality and appropriate special education services. This project will: (a) implement a multicultural school psychology program; (b) recruit minority students; (c) increase the number of school psychologists with multicultural expertise; and (d) contribute to the profession of school psychology through training and dissemination activities. Highlights of the program include: * Tuition waivers funded by Queens College-City University of New York; * Student stipends provided by federal funds; * Special courses dealing with multicultural issues; * Field-based training in sites with culturally diverse disabled students and high quality supervisors; * Access to minority faculty members with expertise in multicultural issues; * Peer, alumni and faculty support for students in the program; * A multifaceted recruitment plan directed at minority students; and * Opportunities for research activities. Five students per year will be accepted into the three-year 66-credit program.

BEST COPY AVAILABLE

Graduates will receive a master's degree in School Psychology and will be eligible for a New York State certificate in School Psychology.

Grant Number: H029F50050

Related Services Personnel Preparation Project

Project Director: CUMMINGS, JACK

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

INDIANA UNIVERSITY
PO BOX 1847
BLOOMINGTON, IN 47402
(812)856-8327

Purpose: This project will integrate course work, professional competency areas, and field-based practica to produce flexible and innovative school psychologists. During the program, Ed.S. students will obtain relevant information, participate in professional activities, and generate products that both serve as valuable learning experiences and contribute to the field. Student activities will focus on topics and skills related to restructuring services for students with disabilities in the context of representative schools to which they are assigned. Skills, experiences, and competencies related to these activities will be developed in the context of public school-university partnerships. Authentic learning activities will be anchored within a contextualized base. Students' ownership of their learning will increase when they see the relevance of the problem and the importance of the concerns to those in the setting (teachers, parents, students with disabilities, building administrators). The training program will make extensive use of field-based training; trainees will work with university faculty to develop partnerships with local school systems. Through these partnerships, plans for improving services for students with disabilities will be developed and implemented. These activities will allow problem-based learning personnel to develop and apply skills that are necessary for assuming roles in public and private schools and in state education agencies. Learning tasks will be presented so as to capture genuine complexities and address problems of sufficient difficulty that an instructor does not know the "correct" answer. The role of the instructor is to support and challenge the learners' progress toward understanding the problem, while the learner is engaged in the process of inquiry. Exploration of empirical literature is encouraged to stimulate creative solutions and to assess the potential value of a given interaction. Trainees will learn from the insights of others who have considered comparable problems and systematically evaluated various strategies for solving them.

Grant Number: H029F50053

Related Services Personnel Preparation Project

Project Director: SHERIDAN, SUSAN

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF UTAH
SALT LAKE CITY, UT 84112
(801)581-7148

Purpose: This project responds to state, regional, and national needs to train school psychologists as consultants to parents and teachers of children with disabilities in the general education classroom. Its focus is on promoting the preparation of integrated professionals, using innovative approaches for recruiting and training related service personnel. The consultation specialization being developed will emphasize conjoint behavioral consultation (CBC), which coordinates services delivered by all service providers, including school psychologists, parents, general and special education teachers, and additional support staff, when appropriate. The project promotes increased collaboration among school psychologists, families, special education, general education, and public and private agencies. A central feature of CBC and the consultation program is the systematic involvement of parents in the education of their children with disabilities. Five school psychology graduate students will be recruited and trained each year over three years. As part of their experience in the program, they will each work with five parents and teachers of children with disabilities in the general education classroom per year, benefiting up to 25 parents, teachers, and students annually, and up to 75 parents, teachers, and students over the duration of the project. The project has been developed with specific attention to Utah's Comprehensive System of Personnel Development, and it has received support from the Utah Office of Education, the university's Departments of Educational Psychology and Special Education, and numerous local school districts which have expressed a desire to participate.

Grant Number: H029F50055

Orientation & Mobility/Independent Living Skills Specialists for Children & Adolescents with Visual Disabilities

Project Director: KOENIG, PATRICIA

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

NORTHERN ILLINOIS UNIVERSITY
DEPT EPCSE
DEKALB, IL 60115
(815)753-8456

Purpose: Northern Illinois University will expand its program for training related services personnel and will provide training for 26 individuals to provide services in both orientation and mobility (O&M) and independent living skills to children and youth with visual disabilities. The project has two components: (a) a year-round component in which three cohorts of participants will be trained, and (b) a summer-based component for certified special educators of children with visual disabilities. In each component, the participants will receive the academic and skills training necessary to earn master's degrees and to be certified as O&M instructors by the Association for the Education and Rehabilitation of the Blind and Visually Impaired. The program offers a balance of theory, academic course work, application (supervised field work), and experiences designed to prepare the student for employment. Graduates will also be competent to work with visually impaired children who experience concomitant multiple disabilities. Recruitment will emphasize students from under-represented racial, ethnic, and disability groups and trainees from rural areas.

Competition 84.029G: Preservice Personnel Training

Grant Number: **H029G60014**

Career Ladder Special Education Paraprofessional Teacher Training Program

Project Director: Baca, Leonard

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Colorado
School of Education
Campus Box #19
Parent Training and Information Program
Boulder, CO 80309
(303)492-5416

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60017**

Preparation of Orientation and Mobility Specialists: A Western Regional Distance Education Model

Project Director: Ferrell, Kay

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Northern Colorado
Division of Special Education
MCKFEE #318
Greeley, CO 80639
(970)351-1653

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60020**

New Adapted Physical Education Master's Degree Training Program in Rural Special Education

Project Director: Horvat, Richard

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Georgia
College of Education
621 Boyd Graduate Studies Bldg.
Athens, GA 30602
(706)542-4455

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60027**

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Personnel Training

Project Director: Belfiore, Phillip

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

Mercyhurst College
Administrative Services
501 East 38th Street
Erie, PA 16546
(814)824-2267

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60028**

Training Psychoeducators: Improving Outcomes for Adolescents with Serious Emotional Disturbance

Project Director: Belknap, Nancy

Beginning Date: Sep 30, 1996
Ending Date: Aug 31, 1999

George Washington University
Office of Sponsored Research
2121 I Street, NW
Washington, DC 20052
(202)994-1535

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60034**

Preparation of Consulting Teacher/Reading Coordinators to Serve Students with Mild to Moderate Disability in Vermont Elementary and Middle Schools

Project Director: Salembier, George

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Vermont
Dept. of Education
340 Waterman Building
Burlington, VT 05405
(802)656-4031

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60048

Preparation of Audiologists to Serve Infants, Toddlers, and Preschool-Age Children

Project Director: Bess, Fred

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Vanderbilt University
School of Medicine
Division of Hearing and Speech Science
Nashville, TN 37232
(615)322-4099

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60055

Preparing School Psychologists in Curriculum-Based Assessment and Curriculum-Based Measurement

Project Director: Knoff, Howard

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of South Florida
College of Education
4202 E. Fowler Avenue
Tampa, FL 33620
(813)974-9698

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60057**

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Training

Project Director: Campbell, Lynda

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Saint Louis University
Communication Disorders
3750 Lindell Blvd.
St. Louis, MO 63108
(314)977-2941

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60064**

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Personnel Training

Project Director: Simpson, Robert

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Auburn University
Rehabilitation and Special Education
1228 Haley Center
Auburn University, AL 36849
(334)844-5943

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60072

Conceptualizers, Instructors, Listeners: Preparing Infant-Toddler Early Interventionists in North Carolina

Project Director: Lamorey, Suzanne

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of North Carolina
Dept. Of Teaching Specialties
9201 University City Blvd.
Charlotte, NC 28223
(704)547-2531

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60074

School Psychologists Meeting the Needs of American Indian Children

Project Director: Hall, Phillip

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

Minot State University
North Dakota Center for Disabilities
500 University Ave. West
Minot, ND 58707
(701)858-3580

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60075

Preparing Personnel with Degrees in General Education to Certify Them for Special Education Positions in Inclusionary Schools

Project Director: Vasa, Stanley

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Nebraska
Board of Regents
303 Canfield Administration Bldg.
Lincoln, NE 68521
(402)472-5494

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60080

Training General Educators to Serve Students with Learning Disabilities in Inclusive Education Settings

Project Director: Wienke, Wilfred

Beginning Date: Sep 30, 1996
Ending Date: Aug 31, 1999

West Virginia University
Special Education Dept.
P.O. Box 6845
Morgantown, WV 26506
(304)293-3450

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60082**

Increasing the Capacity of Special Educators to Support and Deliver Standard-Oriented Curriculum and Instruction to Students with Disabilities

Project Director: Greer, William

Beginning Date: Sep 30, 1996
Ending Date: Aug 31, 1999

Clemson University
Sponsored Programs
Box 345702
Clemson, SC 29634
(864)656-2424

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60100**

Development and Evaluation of a Preservice Distance Preparation Program for Teachers of Students with Mild/Moderate Disabilities

Project Director: Lignugais, Benjamin

Beginning Date: Sep 2, 1996
Ending Date: Sep 1, 1999

Utah State University
Jones Education Bldg. USA
Logan, UT 84322
(801)797-2382

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60103

Preservice Training of Pediatric Residents (Component 2) and Early Interventionists (Component 3)

Project Director: Bruder, Mary Beth

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Connecticut Health Center
School of Medicine
263 Farmington Ave.
Farmington, CT 06032
(860)679-4632

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60109

Grant for Preservice Personnel Preparation for Careers in Special Education, Related Services—RCE & ECE Intervention and Preschool

Project Director: Kushner, Millicent

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Texas at Austin
Office of Sponsored Projects
P.O. Box 7726
Austin, TX 78713
(512)471-6424

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60110

Interprofessional Preservice Training for Careers in Early Education & Care Settings Serving Infants, Toddlers, and Preschoolers with Disabilities

Project Director: Wilcox, Jeanne

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Arizona State University/Tempe
Speech & Hearing Science
P.O. Box 870102
Tempe, AZ 85287-0102
(602)965-9397

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60117

A Showcase Paraeducator to Professional Project

Project Director: White, Richard

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of North Carolina/Charlotte
Dept. of Teaching Specialit
9201 University City Blvd.
Charlotte, NC 26223
(704)547-3732

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60118**

Preparing Collaborative Teachers for Inclusive and Diverse Environments

Project Director: Gavilan, Marisal

Beginning Date: Aug 25, 1996
Ending Date: Aug 24, 1999

Florida International University/Miami
College of Education
Tamiami Trail
Miami, FL 33199
(305)348-2097

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60120**

Preparation of Adapted Physical Educators

Project Director: McCubbin, Jeffrey

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Oregon State University/ Corvallis
Exercise & Sport Science
120 Womens Building
Corvallis, OR 97331
(541)737-5921

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60121

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Personnel Training

Project Director: Crosis, Terry

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Southern Alabama/Mobile
Special Education
AD 200
Mobile, AL 36688
(334)460-6461

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60150

Transdisciplinary Collaboration for Preparation of Specialists in SED

Project Director: Cegelka, Patricia

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

San Diego State University
5250 Campanile Drive
San Diego, CA 92182, CA 92182
(619)594-4626

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60151

Personnel Training in Pediatric Rural Rehabilitation

Project Director: Thibodeau, Linda

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Texas at Dallas
Program in Communication Disorders
Callier Center for Communication Disorders
Richardson, TX 75080
(214)883-2313

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60152

SPED/CLAD Intern Program

Project Director: McCabe, Marjorie

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

California State University
5500 University Parkway
San Bernardino, CA 92407
(909)880-5606

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60153

Cross Categorical Teacher Preparation in Career Education

Project Director: Certo, Nick

Beginning Date: Jun 1, 1997
Ending Date: May 31, 2001

San Francisco State University
Office of Research & Sponsored Prog
1600 Holloway Avenue
San Francisco, CA 94132
(415)338-6225

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60155

Project Listos

Project Director: Ingalls, Lawrence

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Texas at El Paso
500 University Ave.
El Paso, TX 79968
(915)747-5119

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60161**

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Personnel Training

Project Director: Utley, Bonnie

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Pittsburgh
Office of Research
350 Thackeray Hall
Pittsburgh, PA 15260
(412)648-7449

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60169**

Preparing Speech-Language Pathologists for Early Intervention: A Family-Centered, Interdisciplinary Approach

Project Director: McDade, Hiram

Beginning Date: Sep 30, 1996
Ending Date: Aug 31, 1999

University of South Carolina
Dept. of Speech Pathology
901 Sumter Street
Columbia, SC 29208
(803)777-7093

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60181**

Alaska's Early Intervention Home Based Personnel Preparation Program

Project Director: Ward, Karen

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Alaska/Anchorage
Center for Human Development
2330 Nichols Street
Anchorage, AK 99508
(907)272-8270

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60182**

Great Beginnings

Project Director: Whichard, Judith

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Aims Community College
Office of Institutional Grants
5401 West 20th Street
Greeley, CO 80632
(970)223-6745

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60186**

TOPS: Training Oklahoma Providers of Service: Special Education, Related Services, Early Intervention, and Preschool

Project Director: Martin, Lyonda

Beginning Date: Sep 15, 1996
Ending Date: Sep 14, 1999

Oklahoma University Health Sciences Center
University Affiliated P
P.O. Box 26901, ROB 342
Oklahoma City, OK 73190
(405)271-4500

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60195**

Preparation of Personnel in Secondary Special Education and Transition Service Delivery

Project Director: Neubert, Debra

Beginning Date: Sep 1, 1996
Ending Date: Sep 1, 1999

University of Maryland/College Park
Res. Administration & Advancem
Lee Building, Room #2100
College Park, MD 20742
(301)405-6466

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60198

Training Personnel for the Education of Individuals with Disabilities Program: Grants for Preservice Training

Project Director: Reilly, Amy Sue

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Auburn University
Rehabilitation & Special Education
1228 Haley Center
Auburn University, AL 36849
(334)844-5943

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60202

The Collaborative Resource Teacher Preparation Program

Project Director: Monda-Amaya, Lisa

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

University of Illinois
Dept. of Special Education
288 Education Building
Champaign, IL 61820-6990
(217)333-0260

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60203**

CASEI Project: Consultation and Administration Specialists in Early Intervention

Project Director: Ostrosky, Michaelene

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

University of Illinois
Dept. of Special Education
288 Education Building
Champaign, IL 61820
(217)333-0260

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60207**

Distance Education in Assistive Technology for Speech Language Pathologists, Occupational Therapists, and Physical Therapists and Early Intervention and Preschool Personnel

Project Director: Adamson, Gary

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of New Mexico/Albuquerque
RIATT
Special Education
Albuquerque, NM 87131
(505)272-3500

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60208

Preparing Advanced Collaborative Teams

Project Director: Korinek, Lori

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

College of William and Mary
School of Education
P.O. Box 8795
Williamsburg, VA 23187
(804)221-2335

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60214

Inquiry-Based Teacher Education Program

Project Director: Epanchin, Betty

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of South Florida
Dept. Of Special Education
HMS-421
Tampa, FL 33620
(813)974-2536

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60223

Grants for Preservice Personnel Training

Project Director: Baker, Janice

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Vanderbilt University
Peabody College
Kirkland Hall, Room 512
Nashville, TN 37240
(615)322-8195

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60228

A Personnel Preparation Partnership for Systems Change in Transition

Project Director: Toncar, Carol

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Kent State University
Adult Counselor, Health & Vocational Ed.
Research & Graduate Studies
Kent, OH 44242
(330)672-2070

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60232**

Training Teachers of the Deaf in Texas and Louisiana

Project Director: Bienenstock, Michael

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Lamar University
Dept. of Communication Disorders & Deafness
P.O. Box 10076 Lu Station
Beaumont, TX 77710
(409)880-7121

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60239**

Preparing Early Intervention Personnel: An Interdisciplinary Services Model

Project Director: Wienke, Wilfred

Beginning Date: Dec 1, 1996
Ending Date: Nov 30, 1999

West Virginia University
P.O. Box 6845
Morgantown, WV 26506
(304)293-3450

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60240

Preparation of Personnel for Careers in Special Education

Project Director: Hull, Raymond

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Wichita State University
1845 Fairmont
Wichita, KS 67260
(316)689-3285

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60243

Training Teachers, Interventionists, Audiologists, and Speech-Language Pathologists to Provide Services to the Deaf/Hard of Hearing (TEASL-D)

Project Director: Blair, James

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Utah State University
Dept. COMD
Logan, UT 84322
(801)797-1388

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60249**

Preparing Speech-Language Pathologists to Support Preschool Children with Communication Disorders in Their Transition to School

Project Director: Prendeville, Joanne

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 2000

University of Cincinnati
Communication Science & Disorders
332 Braunstein Hall -ML0379
Cincinnati, OH 45221
(513)556-4480

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: **H029G60250**

Preparing Special Educators with Expertise in Early Literacy Instruction: Translating Research into Practice

Project Director: Hodge, Janie

Beginning Date: Sep 30, 1996
Ending Date: Aug 31, 1999

Clemson University
Sponsored Programs
Box 345702 -300 Brackett Hall
Clemson, SC 29634
(864)656-1613

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60264

Preparing Speech-Language Pathologists to Provide Effective Family-Centered Treatment to Transdisciplinary Teams

Project Director: Andrews, James

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

Northern Illinois University
Dept. Of Communication Disorders
323 Adams Hall
Dekalb, IL 60115
(815)753-6526

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G60267

Specialist Training in Assistive Technology for Educators in Kentucky

Project Director: Lahm, Elizabeth

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606)257-1520

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to serve infants, toddlers, children, and youth with disabilities. These projects may address one or more of the following areas: (1) preparation of personnel for careers in special education; (2) preparation of related services personnel who provide developmental, corrective, and other supportive services; and (3) training early intervention and preschool personnel who serve infants, toddlers, and/or preschool children with disabilities.

Grant Number: H029G70013

Transition Specialist to Meet Needs of Adolescents with Emotional/ Behavioral Disorders through Collaborative Planning

Project Director: Bullock, Lyndal M.

Beginning Date: Dec 1, 1997
Ending Date: Nov 30, 2000

University of North Texas
College of Education
Institute for Behavior and Learning Differences
Denton, TX 76206-0599
(940)565-3583

Purpose: The purpose of this project is to make improvements in an existing personnel preparation component in the Special Education Program at the University of North Texas with a focus on meeting the needs of adolescents with emotional/behavioral disorders.

Method: The project will prepare transition specialists who have a knowledge and understanding of working with students with EBD and who are skilled in collaborative planning with school personnel, families and caregivers, and community-based agencies and employers. Trainees will work with individuals or small groups of students with EBD to understand more about their disorders and to provide quality instruction in the classroom. They will work with other school personnel in implementing instructional strategies that will enable students to succeed within more inclusive environments, and they will engage in collaborative planning. Six full-time post-baccalaureate trainees will be selected each year. In addition, 10 part-time trainees will pursue the program through evening and summer courses.

Grant Number: H029G70033

The Bilingual Program in Speech/Language Pathology

Project Director: Kayser, Hortensia

Beginning Date: Jan 1, 1998
Ending Date: Jun 30, 2000

New Mexico State University
Department of Special Education/Commun
Educational Research Center
Las Cruces, NM 88003-8001
(505)646-2631

Purpose: This project of the Special Education/Communication Disorders Department of New Mexico State University will train 8 full-time and 10 part-time graduate students annually in the Bilingual Program in Speech/Language Pathology as part of an improved Master's level project in speech/language pathology for Hispanic children with disabilities.

Method: The project will identify, recruit, and retain bilingual-bicultural Hispanic students into speech/language pathology and develop and implement a training sequence to prepare Hispanic students to become nationally certified bilingual clinicians. During the three years of this project, it is expected that a total of 34 bilingual-bicultural Hispanic speech-language pathologists will be prepared to serve the expanding Hispanic population in New Mexico and the Southwest.

Grant Number: **H029G70035**

Preparing Speech-Language Pathologists to Provide Augmentative and Alternative Communication Services: A Master's Level Personnel Preparation Project

Project Director: Zangari, Carole

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Nova Southeastern University, Inc.
FCAE, LaBonte Institute
3301 College Avenue
Ft. Lauderdale, FL 33314-7796
(954)262-5365

Purpose: This project intends to prepare speech-language pathologists at the master's degree level to provide augmentative and alternative communication (AAC) services to children and youth with severe communication impairments. It is an expansion and improvement of an existing SLP program at Nova Southeastern University.

Method: The project intends to increase the number of SLPs who are qualified to provide AAC service, to increase the number of AAC-qualified SLPs from underrepresented ethnic/racial groups, and to improve the quality of AAC services in general. During the three years of the project, it is expected that 55 individuals (45 graduate student SLPs and 10 practicing professionals) will receive training leading to AAC competencies and participate in clinical experiences.

Grant Number: **H029G70041**

Project Prepare: Preparing Early Childhood Special Educators for Inclusive Settings

Project Director: Judge, Sharon

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Tennessee
Inclusive Early Childhood Education
404 Andy Holt Tower
Knoxville, TN 37996-0140
(423)974-4456

Purpose: The Preparing Early Childhood Special Educators for Inclusive Settings Project (Project Prepare) will provide demonstration of a new personnel preparation program for early childhood special educators for interdisciplinary roles for working with infants, toddlers, and preschool children with disabilities and their families.

Method: This project of the University of Tennessee proposes to prepare ten early childhood special educators each year for the next three years and will lead toward licensure and a master's degree. Students will be trained in a competency-based interdisciplinary model that involves a sequential series of instructional hierarchies which will move the students from coursework to practicum sites and to internships, where students can apply their skills in the field.

Grant Number: H029G70049

Improved Master's Degree Preparation for School Psychologists: Specialization in Emotional and Behavioral Disorders

Project Director: Gimpel, Gretchen A.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Utah State University
Dept. of Psychology
Logan, UT 84322-2810
(801)797-0721

Purpose: This project of the Department of Psychology at Utah State University intends to provide specialty training in comprehensive service delivery to children and youth with emotional and behavioral disorders.

Method: Through this project, 24 students over a three-year period will receive master's level training in school psychology with a focus on service provision to youth with emotional and behavioral disorders. Project students will receive training in all aspects of school psychology service delivery, including assessment, identification, direct interventions, consultation, and systems-level change and collaboration. The main focus of the training will be on the provision of comprehensive (direct and indirect) intervention services to these children, their families, and their teachers.

Grant Number: H029G70064

School-Based Teacher Education Program

Project Director: Epanchin, Betty

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of South Florida
Department of Special Education
4202 E. Fowler Avenue, EDU 2088
Tampa, FL 33620-5650
(813)974-4717

Purpose: This project will revise and expand the ongoing School-based Teacher Education Partnership (STEP) Program, a master's degree program in special education that was cooperatively designed by faculty at the University of South Florida and the exceptional education directors and supervisors in local school districts. The primary purposes of STEP are to recruit and retain persons, especially minorities, in special education, and to prepare STEP participants to be leaders in school reform.

Method: The STEP project retains and expands on a master's level teacher preparation curriculum that focuses on developing teacher competencies in part-time and full-time training programs. Recruitment efforts will target minority candidates and general education teachers, especially from elementary education and English education. The cultural competence of students will be emphasized as well as focused instruction in co-teaching and other collaborative models of working with general education. Field supervisors will provide ongoing support and guidance to program participants.

Grant Number: **H029G70065**

A Collaborative Approach to the Preparation of Personnel to Serve Students with Disabilities

Project Director: Lloyd, Lyle L.

Beginning Date: Aug 1, 1998
Ending Date: Jul 31, 2001

Purdue University
Office of Sponsored Programs
1021 Hovde Hall
West Lafayette, IN 47907-1021
(765)494-7333

Purpose: This project will use a transdisciplinary, interdepartmental approach in preparing special educators and speech-language pathologists to provide augmentative and alternative communication services to students who have little or no functional speech.

Method: Through a combination of coursework, practica, team experiences, and other professional development activities, 12 to 18 graduate students will gain essential practical skills and clinical hours with state-of-the-art assistive technology and research. With the strong emphasis on transdisciplinary collaboration, these professionals will be better prepared to provide services to students with disabilities, resulting in improved educational outcomes for students with disabilities.

Grant Number: **H029G70066**

Specialist Certificate Program: Preparing Professionals to Provide Services in Natural Environments and Inclusive Settings

Project Director: Effgen, Susan

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

Allegheny University of the Health Sciences
Department of Physical
Broad and Vine, MS 502
Philadelphia, PA 19102-1192
(215)762-4970

Purpose: This project is an interdisciplinary graduate program with two certificate components: related services, which prepares already licensed PTs and OTs to demonstrate competencies that promote the full inclusion of students with disabilities in educational settings; and early intervention, which prepares already licensed or certified PTs or OTs and EI disciplines to demonstrate competencies to promote the full participation of infants, toddlers, and young children in their homes and communities.

Method: A total of 30 graduate trainees, 15 in each certificate component, are expected to complete one of two programs that will result in acquisition of specifically delineated competencies for related services or for early intervention professionals; trainees will also attain a graduate certificate in related services or EI, or, for PTs or OTs, a Pediatric Specialty Certification. Training faculty will come from two universities as well as from a group of nationally known experts; they will review course content, co-teach courses, and design field-based assignments. Related services trainees will be mentored by experienced school-based therapists selected by project staff.

Grant Number: **H029G70070**

Preparation of Special Education Teachers to Work within Alternative School Settings

Project Director: Denti, Louis

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

San Jose State University Foundation
P.O. Box 720130
San Jose, CA 95172-0130
(408)924-3703

Purpose: This project will develop and establish a program to prepare special education teachers to work with students with mild-moderate disabilities from diverse ethnic and linguistic backgrounds who are placed in alternative education settings such as restricted placement in continuation or community schools, in court schools, or in detention facilities. Trainees will be prepared to work with students to improve their literacy, academic, social, emotional, and behavioral skills, and to assist their reentry into the community and into regular schools or work settings.

Method: This project will prepare 40 special education teachers, 20 in each of two cohorts. Teachers will be prepared to serve students with mild to moderate disabilities in alternative education settings. The program will heighten community and student awareness of the existence of alternative education, increase the awareness of the role of special education teachers in these settings, and provide teachers-in-training with the opportunity to explore alternative education settings and make informed employment choices based on experience and skill. The university program will highlight special needs; provide appropriate training; and encourage, foster, and support participation.

Grant Number: **H029G70076**

Collaborative Learning, Assistance, and Structured Support (CLASS) for Teacher Preparation

Project Director: Cross, Lee

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Central Florida
Office of Sponsored Research
4000 Central Florida Boulevard
Orlando, FL 32816
(407)823-2036

Purpose: The project addresses the improvement of an already existing program to increase the capacity and quality of preservice training for out-of-field teachers in exceptional education with special emphasis on the issues of field-based training and teacher retention.

Method: Through the creation of an on-going collaborative relationship between the University of Central Florida, FLDRS (Florida Diagnostic Learning and Resource System) and five surrounding public school districts, the project will develop and implement a field-based training model leading to certification and/or a master's degree in varying exceptionalities supported by a three-tiered mentoring system for out-of-field teachers.

Grant Number: H029G70092

North Carolina Partnership Training System: Distance Education Project

Project Director: Lillie, David

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of North Carolina at Chapel Hill
School of Education
300 Bynum Hall
Chapel Hill, NC 27599-4100
(919)966-7001

Purpose: This project will establish a collaborative distance education training system to implement a new statewide certification program in behaviorally and emotionally handicapped (BEH) and specific learning disabilities (SLD). The project will address the disparity between the need for and the supply of qualified teachers in these two critical areas of educational programs for students with disabilities.

Method: The project will develop a coordinated statewide higher education certification program in SLD and BEH, preparing 190 new certified teachers in SLD and 90 new certified teachers in BEH in the three years of the grant. The project will also establish and field test a distance education training model that will be continued within the state to reduce the gap between supply and demand for teachers of BEH and SLD students It will increase the number of minority teachers certified in these two areas and improve services for minority students. Features of the project include a comprehensive system of personnel development to provide a statewide system of teacher competencies, an approach to teacher education that employs a portfolio evaluation system, mentor teachers, classroom observations to measure demonstrated competencies, and distance education courses using the Internet and interactive instruction.

Grant Number: H029G70103

Multidisciplinary Educational Support for Deaf Children with Cochlear Implants

Project Director: Schery, Teris

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Vanderbilt University
Peabody College
Room 512, Kirkland Hall
Nashville, KY 37240
(615)322-8150

Purpose: In response to the dearth of trained Cochlear Implant personnel with knowledge and skills in following children with implants into their educational settings to monitor progress in communication and academics, this new multidisciplinary project intends to train B.A. level educators of the deaf together with M.S. level speech language pathologists and pediatric audiologists.

Method: The project intends to support a total of 24 trainees (6 speech language pathologists, 6 audiologists, and 12 educators of the deaf) over three years. The joint curriculum will be based on a problem-based learning model in medical education. The dual-level, multidisciplinary training is expected to increase the number of professionals knowledgeable about best practices for deaf children with cochlear implants, provide inservice training on educational support for deaf children with implants to school district personnel (in regular and special education in rural areas throughout Tennessee and Kentucky), and contribute knowledge on the necessary skill and role requirements for special education professionals who serve as members of Cochlear Implant Teams. It will also contribute knowledge of how to most effectively implement a problem-based learning model for multidisciplinary special education personnel preparation.

Grant Number: **H029G70112**

Preparing Personnel to Meet the Needs of Individuals with Learning and Behavioral Disabilities

Project Director: Scott, Terrance M.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Kentucky Research Foundation
College of Education
201 Kinkead Hall
Lexington, KY 40506-0057
(606)257-7927

Purpose: This project will provide professional preparation and ongoing support designed to meet the needs of teachers working under Learning and Behavioral Disorders (LBD) emergency/probationary certificates as they complete a graduate-level program and attain full certification.

Method: The project will develop Internet connections with faculty and graduate students, access to mentoring by experienced LBD teachers who are pursuing advanced special education teacher preparation in Master's and Specialist Degree Programs, access to customized Web pages for behavioral and academic problem-solving, and provision of a significant package of tuition and other financial and material supports. A major goal is to improve retention of LBD teachers and the efficiency with which they complete their certification programs; this anticipated success is linked to mentoring and electronic-network supports that these individuals receive early in their special education teaching careers.

Grant Number: H029G70119

Specialized Training for Speech-Language Pathologists in Habilitation of Children with Cochlear Implants

Project Director: Montgomery, Allen

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of South Carolina
Speech Language Pathology and Audiology
Office of Sponsored Programs & Research
Columbia, SC 29208
(803)777-7093

Purpose: This project addresses Component 1: Preparation of Personnel for Careers in Special Education. It intends to develop a new specialization for graduate students in speech-language pathology at the master s level that is in addition to the traditional curriculum. It expands the capacity of a cochlear implant clinic and the clinical and educational methods for the implant population. It also includes a comprehensive plan for parent involvement.

Method: Two specialty courses will be developed for the program, practicum requirements will be modified, and efficient clinical training materials and extensive recruitment and evaluation plans will be developed. The department will incorporate a clinical outcomes-based curriculum in the courses and will draw upon the clinical library for videotapes, case studies, and demonstrations to prepare a CD-ROM to expose students to clinical examples and techniques in a systematic, interactive way.

Grant Number: H029G70131

Vocational Intervention Personnel in Transition

Project Director: Jones, Karen H.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Georgia
Occupational Studies
621 Boyd Graduate Studies
Athens, GA 30602-7411
(706)542-4473

Purpose: This proposal intends to train secondary vocational and special education teachers through a sequence of training courses in transitional programming which will lead to endorsement in Georgia s Coordinated Vocational Academic Education or Related Vocational Instruction programs. By being provided effective support for staying in school, Georgia students are more likely to obtain vocational skills and social competencies leading to successful adult living.

Method: Project training will prepare vocational and special educators enrolled in vocational special needs endorsement programs through a sequence of school-to-work transition courses. The courses will include field-based experiences for teachers and students with local businesses and industries which hire students of the teacher trainees.

Grant Number: H029G70135

An Improvement in the Childhood Hearing Impairment Program: An M.A. Training Program for Audiologists

Project Director: Maxon, A. B.

Beginning Date: Jan 1, 1998
Ending Date: Aug 31, 2001

University of Connecticut
Dept. of Communication Sciences
U-85, 850 Bolton Road
Storrs, CT 06269-1085
(860)486-3687

Purpose: This project responds to Component 1, Training Personnel for the Education of Individuals with Disabilities Program, and is an improvement in the childhood hearing impairment program, a master's level program at the University of Connecticut.

Method: The new focus of the project emphasizes training related to very early identification of hearing loss and cochlear implant assessment and management. Fourteen students each year will be enrolled in the two-year program. On obtaining the M.A. and completing the Clinical Fellowship Year, trainees will be eligible for national certification as audiologists and will be prepared to diagnose, assess, and manage children with cochlear implants, and will be skilled in aural rehabilitation and diagnostic services for infants, toddlers, children, and youth with all types and degrees of hearing loss.

Grant Number: H029G70137

New Connections: Linking and Enhancing Graduate Training in Low Incidence Disabilities for Related Services, Early Intervention, and Preschool Personnel

Project Director: Cox, Ann

Beginning Date: Jun 1, 1998
Ending Date: Dec 31, 2000

Virginia Commonwealth University
Virginia Institute for Developmen
MCV Station (Cox) Box 980568
Richmond, VA 23298-0568
(804)828-8244

Purpose: This project is an interdisciplinary preservice training model created by the Virginia Institute for Developmental Disabilities in collaboration with the Schools of Education, Allied Health, Nursing and Social Work, and the Department of Psychology at Virginia Commonwealth University. It is intended to increase the number and quality of related services, early intervention, and preschool personnel prepared to serve young children with disabilities, particularly low-incidence disabilities, and their families.

Method: The project will incorporate improved and innovative design features to meet its training needs. The proposed interrelated graduate two-component training model will include a comprehensive early intervention/preschool education component leading to teacher licensure in early childhood special education with specialized training in the area of severe disabilities. Early childhood general educators will join the early intervention/preschool trainees and the related services trainees by completing a special focus on young children with low-incidence disabilities. An interdisciplinary related services component will add an emphasis in low-incidence disabilities in early childhood to the graduate programs in nursing, occupational therapy, physical therapy, psychology, and social work. Experiential team learning will be promoted by trainees working together, sharing expertise, and collaboration in assisting young children with low-incidence disabilities and their families.

Grant Number: **H029G70138**

Collaboration and Consultation: Innovative Occupational Therapy Services in Schools

Project Director: Burke, Janice P.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Thomas Jefferson University
College of Health Professions
130 S. Ninth Street, Suite 820
Philadelphia, PA 19107
(215)503-9606

Purpose: This project is a new program focused on school-based collaboration and consultation in the Department of Occupational Therapy at Thomas Jefferson University. The project builds on the established entry-level professional master's degree program to improve the capacity and quality of preservice training of occupational therapists to work in public school settings using a school-based collaborative consultative model.

Method: Thirty OT students will learn to provide educationally relevant occupational therapy services in schools in order to work collaboratively with regular and special educators to meet the needs of children with disabilities in inclusive settings. Trainees will learn the educational relevance of therapeutic assessment and intervention in sensory awareness, neuromuscular functions, motor, and perceptual skills and adaptive behavior. They will also learn when to consult, models of consultation, the communication and facilitation skills necessary for consultation, and the legal mandates to the school system, including collaboration with stakeholders such as families, administration, and educators.

Grant Number: **H029G70144**

Project Excel: Teachers as Collaborators in Inclusive Settings

Project Director: Carver, JoAnne Y.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Hampton University
Department of Education
East Queen Street
Hampton, VA 23668
(757)272-7579

Purpose: This four-year project represents an advanced Master's degree training program for 32 preservice special education personnel in the area of Serious Emotional Disorders. Specifically, the project will build upon and expand Hampton University's existing program to include emphasis on preparation of minority teachers to serve in schools or in site-based leadership roles designed to facilitate the effective transitioning of culturally diverse adolescents with serious emotional disturbances from inclusive secondary educational settings to appropriate postsecondary environments.

Method: Project Excel intends to identify, recruit, and retain culturally diverse special and regular education teachers as part of Hampton University's Master of Arts Program in Special Education. Student cohorts and mentorships will be formed to provide geographical support for trainees. Preservice training of personnel will address the training of regular and special education teachers to work in inclusive settings to improve educational outcomes for culturally diverse students through systemic reform. Training will also address the teacher as leader in transition services for children with severe emotional disturbances, classroom management strategies for students with severe behavioral problems in inclusive school settings, appropriate assessment techniques for these students, promotion of research development activities, and development of parent-school-university collaborative partnerships.

Grant Number: **H029G70156**

New Master's Level Program Track in Speech-Language Pathology for Adolescents with Language Disorders

Project Director: Cimorelli, Jacqueline M.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of North Carolina - Greensboro
Department of Communicat
1000 Spring Garden Street
Greensboro, NC 27412-5001
(910)334-5939

Purpose: This project intends to develop a preservice training program designed to prepare master's level, certified speech-language pathologists to work with adolescents with disabilities.

Method: The project addresses the development of a new specialty program/track in adolescent language development and disorders that will expand the Communication Sciences and Disorders Program's capacity for quality preservice training. Trainees will take courses in speech/language development and disorders as well as in special education issues in adolescence, and they will be placed in middle and high schools to provide intervention for the underserved adolescent population. Trainees will work collaboratively with public school teachers to meet the needs of adolescents with language disabilities in inclusive settings.

Grant Number: **H029G70158**

Expanded Master's Level Program to Train Teachers for the Education of Youth with Emotional or Behavioral Disorders

Project Director: Leone, Peter

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Maryland at College Park
Office of Research Administ
Room 2100, Lee Building
College Park, MD 20742
(301)405-6489

Purpose: This project is designed to improve the quality and quantity of certified elementary and secondary special educators for students with emotional or behavioral disorders in Maryland and the mid-Atlantic region by preparing master's level elementary and secondary special education teachers to support positive outcomes for students with emotional or behavioral disorders.

Method: The training model will emphasize the following areas: identification and assessment, collaborative relationships with parents and families, multidisciplinary and interagency programming, curriculum and instruction, behavioral support, school reform and accountability, prevention of emotional or behavioral disorders, least restrictive placement and inclusion, and cultural competence. Trainees will complete coursework in special education and allied disciplines with field experiences in a range of school environments to earn a Master of Arts or Education degree and a special education certificate.

Grant Number: **H029G70159**

Project Team: Interdisciplinary Family-Centered Preparation of Related Services Personnel for Early Intervention Collaboration

Project Director: Jones, Elizabeth L.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Western Kentucky University
Department of Psychology
260 Tate Page Hall
Bowling Green, KY 42101
(502)745-4414

Purpose: The purpose of this project is to meet the increased need for qualified personnel in the areas of social work, school psychology, clinical psychology, speech/communication disorders, and family studies to work with children with disabilities ages birth to five and their families in rural south/central Kentucky.

Method: Students will be recruited from each of the five fields noted above to complete a competency-based area of emphasis in Interdisciplinary Early Childhood Collaboration (IECC), which prepares them to work with young children and their families as part of their entry-level professional preparation program. Students will complete a degree program in their respective disciplines while completing a strand of preparation concentrating on children birth through five with disabilities and their families. This project increases the number of students participating in the area of emphasis in IECC, the number of disciplines represented, the family-centered focus of the course content, the interdisciplinary composition of the faculty, and the opportunities for students from various disciplines to interact in a class setting and through the interdisciplinary faculty team. Approximately 75 students will be trained during the three-year project.

Grant Number: **H029G70165**

Collaborative Teacher Training through Distance Education Technology

Project Director: Knapczyk, Dennis

Beginning Date: Jun 1, 1998
Ending Date: May 31, 2001

Indiana University
School of Education
P.O. Box 1847
Bloomington, IN 47402
(812)856-8148

Purpose: This project supports the preparation of personnel for careers in special education by developing and offering a new teacher certification program through distance education. It would prepare personnel to teach in rural communities and promote full qualification of personnel serving children and youth with learning disabilities, mild mental handicaps, and serious emotional handicaps.

Method: The project will support the Collaborative Teacher Education Program, a distance education program that would increase the quantity and improve the quality of personnel available to teach special education children and youth in rural communities in southern Indiana. The program would prepare school personnel to engage in school-based collaborative planning that assists students with mild disabilities and serious emotional handicaps in becoming successfully integrated in general education settings. The certification program would help reduce the shortage of personnel in rural communities by preparing general educators for careers in special education and giving special educators on emergency licences access to coursework for becoming fully certified. During the three years of the project, approximately 60 teachers would obtain certification.

Grant Number: **H029G70170**

Interdisciplinary Training for Early Intervention and Preschool Personnel

Project Director: Snell, Martha E.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Virginia
Curry School of Education
405 Emmet Street S
Charlottesville, VA 22903-2495
(804)924-0768

Purpose: The purpose of this project is to improve a preservice personnel preparation program, increasing the numbers and quality of personnel serving infants, toddlers, and preschool children with disabilities and their families. Targeted personnel include early childhood special education teachers and other professional practitioners providing short-term and long-term services.

Method: This graduate training program will prepare teachers of children with low- and high-incidence disabilities, birth to five. Teachers will earn masters' degrees, and some will take individually designed minors as part of their training, including adapted physical education, early childhood, speech/language pathology, audiology, clinical/school psychology, counseling, and nursing. Eight students a year will be enrolled in a two-year early childhood special education program, and eight additional students a year will take a graduate minor addressing core knowledge, interdisciplinary applications, and experience with children and families.

Grant Number: **H029G70176**

Project COMETS: Collaboration for Maximizing Early Teacher Supports

Project Director: Sears, Sue

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8232
(818)677-2567

Purpose: The purpose of the project is to promote the early completion of a new credential program for early childhood special education teachers who reflect the increasing cultural and linguistic diversity of the population and to prepare them to support students with disabilities in general education settings.

Method: The project will focus on incentives and recruitment of undergraduate students from diverse cultural and linguistic backgrounds by accelerating the training process and permitting students to begin coursework and field experiences in their senior year with completion following one additional year of post baccalaureate study. The project will also support their development through early field experiences, cohort seminars, and partnerships with collaborating teachers.

Grant Number: **H029G70177**

Interdisciplinary Training for Early Intervention Social Inclusion Facilitators in Special Education, School Psychology, Audiology, and Speech/Language Pathology

Project Director: Boone, Harriet

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of North Carolina
School of Education
Bynum Hall, Room 300
Chapel Hill, NC 27599-4100
(919)962-5579

Purpose: This project of the University of North Carolina at Chapel Hill intends to develop an interdisciplinary program for masters-level students in special education, school psychology, audiology, and speech-language pathology to prepare them to become social inclusion facilitators in community-based programs for socioculturally diverse young children and their families. The project will link several schools within the university, and interdisciplinary preparation will be provided for 44 students and 30 practicing professionals to learn collaborative consultation skills to fully include children with disabilities and their families in community-based programs and activities.

Method: The project will provide opportunities for interdisciplinary students and practicing professionals to engage in seminars and coursework focused on transdisciplinary teaming, collaborative consultation strategies, cultural diversity, social inclusion, and family-centered intervention strategies. It will provide team-based practicum experience in a variety of inclusive early intervention settings. The 44 students participating in the program will obtain full licensure in their respective disciplines with a specialization in early intervention inclusion and will serve children with disabilities in a number of settings, including homes, child care centers, public and private schools, and hospitals and clinics.

Grant Number: **H029G70185**

Preparation of Special Physical Educators with an Emphasis on Consulting in Inclusionary Environments

Project Director: French, Ron

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Texas Woman's University
Department of Kinesiology
P.O. Box 425647
Denton, TX 76204
(940)898-2575

Purpose: The purpose of this project is to prepare special physical educators at the master's level who have completed a 4-year degree in physical education and hold valid teaching certificates in physical education. The preparation will focus on provision of direct services in an inclusionary environment.

Method: The focus of the training is the development of the knowledge and skills of the physical educator interns to provide direct teaching services as well as consultant services. The training will include two new special education courses and weekly internships in inclusive schools. Each year 9 interns will be prepared and over 300 children and youth with disabilities between the ages of 3 and 22 will be served by these interns in inclusive settings.

Grant Number: H029G70187

Urban Initiative for Collaboration

Project Director: Taymans, Juliana

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

George Washington University
Office of Sponsored Research
2121 I Street, NW, 6th Floor
Washington, DC 20052
(202)994-3291

Purpose: The Urban Institute for Collaboration project will develop a new teacher education option at The George Washington University, by integrating two separate degree programs, transition special education and secondary education. The project aims to prepare teachers to meet the challenges of inclusive teaching at the secondary level, and engage them in a sustained partnership with an inner city high school to integrate the resources of the teacher education program with the educational reforms happening at that school.

Method: The project is collaboratively planned and will be collaboratively delivered by faculty from Transition Special Education and Secondary Education. The project intends to develop and refine the master s level integrated teacher education program to allow graduate students to be dual certified in secondary education and special education, or to allow those without a specific content background to be certified in special education. The project will provide tuition support for 25 preservice teachers to complete their master s degrees leading either to single or dual certification.

Grant Number: H029G70190

Accommodating Challenges: Training for Inclusion-Oriented Needs

Project Director: Gettinger, Maribeth

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Wisconsin System
Waisman Center on Mental Retardation
750 University Ave.
Madison, WI 53706
(608)265-3474

Purpose: The purpose of Project ACTION (Accommodating Challenges: Training for Inclusion-Oriented Needs) is to improve the preparation of related services personnel to support inclusion of young children with disabilities who exhibit challenging behaviors.

Method: Through ACTION, 48 masters-level students in school psychology, school counseling, and school social work at two University of Wisconsin campuses will participate in a two-semester training sequence designed to improve their current discipline-specific training. ACTION will increase the capacity and quality of related services personnel to accommodate challenging behaviors through an interdisciplinary program that addresses the understanding of inclusion and challenging behaviors, the promotion of collaborative strategies and interdisciplinary training, and work with culturally diverse families and children. Practicum experiences will be provided in inclusive programs that provide educational services for culturally diverse children and families. A training model will be developed that emphasizes reflective,

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case-based learning and professional decision-making with an emphasis on inclusion of children with disabilities who exhibit challenging behaviors.

Grant Number: H029G70192

T-LINCS

Project Director: French, Nancy

Beginning Date: Sep 1, 1998
Ending Date: Dec 31, 2000

University of Colorado at Denver
Education/TSS
CB123, P.O. Box 173364
Denver, CO 80202
(303)620-4589

Purpose: This project is designed to collaboratively prepare 36 special educators in three years to assume leadership roles in inclusive schools.

Method: The project intends to use innovative methods to recruit 36 students over three years to earn masters degrees in special education and to become teacher-leaders in inclusionary schools. On-site professional development will be provided for general and special educator mentors to supervise program interns. T-LINCS interns will develop teaching portfolios that demonstrate the knowledge, skills, and dispositions necessary to be teacher-leaders in inclusive schools. Mentor teachers will continue to supervise students after the conclusion of the project.

Grant Number: H029G70198

Project CO-TEEMS: Collaborative Teacher Education for Middle and Secondary Special Educators

Project Director: Herr, Cynthia

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Oregon
Secondary Special Education and Transition
c/o Research Services & Administration
Eugene, OR 97403-5219
(541)346-1410

Purpose: This project addresses Component 1: Preparation of Personnel for Careers in Special Education, "New License and Master's Level Project for Secondary Special Education." The purpose of Project CO-TEEMS (Collaborative Teacher Education for Middle/Secondary Special Educators) is to collaboratively train middle and secondary special education trainees with regular education trainees in the skills necessary to teach effectively a wide diversity of students, especially those with disabilities, within regular education settings.

Method: A total of 63 middle and secondary special education teacher trainees will be trained across the three years of the project. Through common course work, practicums, and student teaching, preservice special education teachers served by the project will receive training in such areas as effective teaching techniques, effective classroom and individual behavior management techniques, techniques for collaboration, learning and metacognitive strategies, adolescent development and self-direction, the connections between assessment and instructional planning, multicultural education, and legislation which impacts regular and special education teachers.

Grant Number: **H029G70199**

Training School Counselors to Work with Urban Culturally and Linguistically Diverse Exceptional Education Students

Project Director: McEacher, Adriana

Beginning Date: Jan 1, 1998
Ending Date: Jul 31, 2001

Florida International University
College of Education
Miami, FL 33199
(305)348-2096

Purpose: The purpose of this project is to recruit and train 30 school counseling graduate students who are racially, culturally, and linguistically diverse and/or who have a background or interest in working with exceptional students.

Method: Ten students will be recruited each year of the project for the Exceptional Student Education Specialization Track of FIU's M.S. in Counselor Education, School Counseling program, which emphasizes collaboration among students, faculty, families, schools, and the community as well as clinical field experiences in culturally diverse urban schools.

Grant Number: **H029G70200**

Project Special P.E. 2000: A Master's Preservice Training Grant in Special Physical Education

Project Director: Henderson, Hester

Beginning Date: Sep 1, 1997
Ending Date: Aug 30, 2000

University of Utah
1471 Federal Way
Salt Lake City, UT 84102
(801)581-7964

Purpose: The purpose of this project is to modify the existing special physical education program in the Department of Exercise and Sport Science at the University of Utah by revising and expanding coursework and elective opportunities to integrate the competencies of special physical educators.

Method: The program will combine a strong theoretical, non-categorical, competency-based training program with quality field-based practicum experiences. More practicum opportunities will be included in the program across a wide variety of disabilities, ages, locales, cultural backgrounds, and socioeconomic levels. A peer professional mentoring program will be developed and will include mentoring with a physical therapist, an occupational therapist, and related service personnel. A professional development program will be developed to provide training to regular educators, special educators, and physical educators.

Grant Number: H029G70207

A Team Approach to Training Early Intervention and Preschool Personnel in Speech-Language Pathology

Project Director: Weddington, Gloria

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

San Jose State University Foundation
P.O. Box 720130
San Jose, CA 95172-0130
(408)924-3699

Purpose: This project intends to train 15 students a year in the master's degree program in Communications Disorders and Sciences at San Jose State University to serve as early interventionists for communicatively impaired infants, toddlers, and preschoolers.

Method: Three cohorts of trainees will be provided extensive opportunities for both on-campus and off-campus experiences at different agency settings, including various departments in the university as well as local school districts, regional centers, and private and public nurseries and preschools. Trainees will be involved with families at all phases of training. They will take on a number of roles appropriate to the discipline of speech-language pathology and will be part of teams in other roles as appropriate for dealing with high incidence disabilities.

Grant Number: H029G70209

Orientation and Mobility Highway (OMH) Project

Project Director: Huebner, Kathleen M.

Beginning Date: Jun 1, 1998
Ending Date: May 31, 2001

Pennsylvania College of Optometry
Graduate Studies
1200 W. Godfrey Avenue
Philadelphia, PA 19141-3399
(215)276-6093

Purpose: This project represents a collaboration between the Pennsylvania College of Optometry and the State Departments of Education, Educational Resource Centers, and local school systems in Oklahoma, Oregon, West Virginia, and Wisconsin. The purpose of the project is to increase the quantity and quality of professionally trained orientation and mobility therapists to serve infants, toddlers, children, and youth with visual and multiple disabilities.

Method: The College will offer a three-year Summer Certificate Program in Orientation and Mobility (O&M) Therapy to prepare certified teachers in vision impairment for related services certification in O&M. The College will provide the project curriculum and instructional materials, resources for recruitment and admissions, faculty time for mentoring and advising, and teleconference programming and resources. By the end of the grant period, a minimum of 40 individuals are expected to be certifiable O&M therapists and an additional 40 entered into the second three-year cycle.

Grant Number: **H029G70210**

Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel

Project Director: Grisham-Brown, Jennifer

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Kentucky Research Foundation
College of Education
201 Kinkead Hall
Lexington, KY 40506
(606)257-7909

Purpose: The purpose of this project is to expand and improve current early childhood special education training programs to prepare personnel to work with young children with and without disabilities and their families in inclusive settings.

Method: Program plans will be individually designed based on an assessment of each student's current skills and professional goals and needs. Courses offered through the project will also be taught using alternative formats such as distance learning, compressed video, weekend and night courses, and summer institutes in order to recruit students who might not otherwise be able to attend. The project will focus on developing partnerships with families by including family members as mentors and co-instructors.

Grant Number: **H029G70214**

Project APEX (Adapted Physical Education Excellence)

Project Director: Decker, Jim

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

East Carolina University
Dept. of Exercise and Sport Science
75 Minges Coliseum
Greenville, SC 27858-4353
(919)328-0001

Purpose: This project, Project APEX, addresses Component 1: Preparation of Personnel for Careers in Special Education. It will emphasize the preparation of adapted physical educators to work collaboratively with regular physical educators to meet the needs of children with disabilities in inclusive settings. It improves the existing East Carolina University Adapted Physical Education Training & Research Program.

Method: The project incorporates a competency-based training model stressing theoretical constructs and experiential learning to provide high quality preservice training through state-of-the-profession pedagogical and practical experiences. It will infuse strategies for including students with disabilities in regular physical education classes across graduate curricula and provide meaningful assistance to regional local education agencies and organizations serving children with disabilities. As a result of the project, twelve qualified adapted physical education specialists will be prepared and placed to serve students with disabilities.

Grant Number: H029G70215

ACCK Preservice Early Intervention Program

Project Director: Rosenkoetter, Sharon

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Associated Colleges of Central Kansas
Special Education
210 South Main Street
McPherson, KS 67460
(316)241-7754

Purpose: This project, a collaborative effort of the Associated Colleges of Central Kansas, intends to recruit promising students into a preservice specialization in early childhood special education and give them the disciplinary and interdisciplinary competencies to serve infants and toddlers with special needs and their families. It will also recruit social work students and similarly train them to work in early intervention, and it will develop improved practicum experiences in national environments to prepare students to work effectively in early intervention.

Method: To help meet the focus of the project, interdisciplinary coursework, seminars, and practica will guide the early childhood students in family services coordination and the social work students in practices appropriate for families of infants and toddlers with special needs. The project will participate in state and national systems for cooperative planning and dissemination in order to share a validated, innovative model and to match program graduates with early intervention vacancies.

Grant Number: H029G70225

A Collaborative Program to Prepare Early Intervention and Early Childhood Special Education Personnel

Project Director: Rule, Sarah

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Utah State University
Center for Persons with Disabilities
Logan, UT 84322-6800
(801)797-1987

Purpose: This project addresses the critical need to prepare additional early intervention and preschool special education personnel in Utah and to improve the quality of their preparation by training them to work collaboratively with regular educators in inclusive settings.

Method: The project will support preservice preparation that includes a core of special education courses, practica in inclusive settings, and specific transdisciplinary preparation and experience with faculty from disciplines within and outside of education. The project will also support recruitment of students from rural areas and students from culturally and linguistically diverse backgrounds who are underrepresented in Utah s teaching force. Graduates from the program will become certified in early childhood education and early childhood special education and will also qualify for early intervention credentials.

Grant Number: H029G70231

Improved Graduate Program to Prepare Special Educators to Support Students with Emotional and Behavioral Disabilities in Regular Education Classrooms

Project Director: Fox, Wayne L.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of Vermont and State Agricultural College
College of Ed
340 Waterman Building
Burlington, VT 05405
(802)656-3360

Purpose: This project is designed to prepare special educators to educate students with serious emotional disturbance in general education settings, to build a capacity for serving these students in their local schools and communities, particularly in rural settings, and to provide support to their families.

Method: This competency-based program is designed to accommodate part-time and full-time trainees in rural areas. Each trainee will participate in intensive practicums focusing on school-based and family-based intervention services for students with serious emotional disturbance. Coursework can be applied towards an M.Ed. degree or a Certificate of Advanced Study beyond the master s.

Grant Number: H029G70237

Project ACT: Arizona Cross-Categorical Training Project

Project Director: Bos, Candace S.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Arizona
Department of Special Education & Rehabilitation
P.O. Box 210069
Tucson, AZ 85721
(520)621-0938

Purpose: The Arizona Cross-Categorical Teacher Preparation Project (Project ACT) is a new teacher certification program that will include the addition of cross-categorical certification while continuing certification in the disabilities area. It is designed to meet teacher shortages in the fields of learning disabilities (LD) and emotional and behavioral disorders (EBD) and to prepare teachers for this new cross-categorical certification.

Method: Project ACT will prepare 30 to 35 special educators who are qualified to teach in resource and inclusive settings as well as to educate students with severe LD or EBD in more restrictive settings. The project will expand the number and use of professional development partnership sites, develop a rural site to address the needs and competencies of teachers in rural settings, and strengthen the skills and competencies in the areas of collaboration, diversity, and technology. Special education teachers will be prepared for cross-categorical certification to effectively work in consultative and resource service delivery models and in either LD or EBD. The project will develop a model of personnel preparation through a partnership with the local school district and will include three professional development sites.

Grant Number: H029G70238

Project INTERFACE III: Interdisciplinary Preparation of Bilingual/ESL Learning Disabilities Teachers and Diagnosticians

Project Director: Fletcher, Todd

Beginning Date: Jan 1, 1991
Ending Date: Dec 31, 2000

University of Arizona
Dept. of Special Education and Rehabilitatio
College of Education
Tucson, AZ 85721-0069
(520)621-0939

Purpose: The purpose of Project Interface III is to recruit and train 25 to 30 educators to serve Hispanic and Native American students with special learning needs. Personnel trained under this project will be able to assume the role of educational diagnostician and/or teacher of limited English proficiency/bilingual students with disabilities in a variety of educational settings.

Method: The program of study is based on interdisciplinary preparation in several departments at the University of Arizona. Students will be provided with preservice training, with coursework in special education, learning disabilities, bilingual education, and English as a Second Language that reflects current research-based assessment and intervention practices. Trainees will be provided with a variety of public-school experiences in inclusive and other settings involving the provision of services to students from culturally and linguistically diverse backgrounds with learning disabilities. They will also participate in clinical and academic settings with Hispanic and Native American students with learning disabilities and they will collaborate with general and bilingual educators to learn how to best meet the needs of these students in general and bilingual education classrooms.

Grant Number: **H029G70240**

New Master's Level/Certification Project for Uncertified Bilingual Special Education Teachers in a Low Performance Difficult-to-Staff Urban School District

Project Director: Gregory, James

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

St. John's University
School of Education and Human Resources
8000 Utopia Parkway
New York, NY 11439
(718)990-6456

Purpose: This project of the School of Education and Human Services of St. John's University in New York intends to start a master's level teacher certification project for uncertified bilingual special education teachers in a low-performance, difficult-to-staff urban school district. The project will address the shortage of these teachers in this environment and how to better meet the special needs of culturally and linguistically diverse exceptional (CLDE) children by recruiting teachers into the program and by enhancing the professional knowledge and skills of minimally credentialed teachers of CLDE children.

Method: The project will recruit 20 teachers who are bilingual and currently teach children and youth with disabilities in an urban New York district but who possess only minimal credentials for New York City and who lack New York State certification. They will be matriculated into the master's level program in Bilingual Special Education as part of this project. There, they will be provided with systematic and ongoing literacy and test-taking skills training to enable them to more successfully complete all required New York State teaching certification examinations by the end of the project.

Grant Number: **H029G70243**

Preparing Teachers to Provide Educational and Transitional Services to Youth with Learning Disabilities and/or Emotional and Behavioral Disorders

Project Director: Griffith, Penny

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Kent State University
Educational Foundation and Special Services
Research and Graduate Studies
Kent, OH 44242-0001
(330)672-2294

Purpose: The purpose of this project is to create a Personal Planning Partnership that focuses on providing teachers with experience in school-based academic interventions, transition planning and coordination of field-based experiences, and collaboration with families and agencies in order to improve secondary and postsecondary outcomes for students with learning disabilities and students with emotional/behavioral disorders.

Method: Graduate students in the Special Education Masters degree program and the Center for Innovation in Transition will participate in coursework and field experiences that will focus on delivery of services to students with LD and EBD to prepare them, as school-based professionals, to design, implement, and evaluate curricular packages that include specific strategies to reach academic, vocational, social, behavioral, and personal goals for these youth.

***Grant Number:* H029G70244**

Teaching Elementary School Students with Serious Emotional Disturbances (TESSED)

Project Director: Epstein, Michael

Beginning Date: Aug 16, 1997
Ending Date: Aug 15, 2000

Northern Illinois University
College of Educational Psychology and
DeKalb, IL 60115
(815)753-8443

Purpose: This project will prepare masters-level students to become elementary teachers for students with serious emotional disturbances (SED). Selected students will take part in a one-year, full-time intensive experience leading to a master's degree, as well as needed skills and appropriate state certification.

Method: The trainees will master competencies built around teaching skill and knowledge areas needed for excellence in teaching elementary students with SED in inclusive and alternative school settings. Extensive field experiences will be provided through three practicum courses in schools where students with SED are receiving appropriate education. Trainees will also receive instruction and training in interagency collaboration and family involvement with professionals from other disciplines.

***Grant Number:* H029G70245**

Coordinating Health Services under IDEA: A Training Program for Medical Students and Pediatric Residents

Project Director: Tada, Wendy

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Hawaii
University Affiliated Programs
2530 Dole Street, Sakamaki D200
Honolulu, HI 96822
(808)956-4453

Purpose: The goal of this project is to improve and enhance the Medical School and Pediatric Residency Training Programs at the Burns School of Medicine at the University of Hawaii, with a focus on children with disabilities and the role of physicians in educational settings. Medical professionals will be trained to support the education of these children by assisting school personnel to overcome barriers to serving children with disabilities with significant health concerns in school settings.

Method: Components of the program will include: introductory/awareness training for first-year medical students, core knowledge and collaborative roles under IDEA for second-year students, application of knowledge and skills in educational settings for third-year medical students, and specialized training in an interdisciplinary practicum in rural school settings for fourth-year medical students and pediatric residents. The project is projected to train approximately 500 medical students and/or pediatric residents over the three years.

***Grant Number:* H029G70252**

A Transdisciplinary Approach to Preparing Professionals to Work Collaboratively Providing Orientation and Mobility/ Independent Living Skills Services in Inclusive Settings to Children and Adolescents with Visual Impairments

Project Director: Hawkins, Brucie

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Northern Illinois University
College of Educational Psychology and
DeKalb, IL 60115
(815)753-8455

Purpose: Through this project, the Department of Educational Psychology, Counseling, and Special Education at Northern Illinois University plans to extend its commitment to meet the needs of children and adolescents with severe visual impairments through the expansion of the scope of its personnel training program for related services personnel. The approach will combine the preparation of 27 master's level professionals to provide services in orientation and mobility with their training to provide independent living skills to children and youth with visual disabilities in inclusive settings.

Method: The project will provide year-round training for two cohorts of preservice participants, and a summer-based program for certified special educators of children with visual disabilities. Participants will acquire the academic and practical skills training to earn master's degrees and to be certified as O&M instructors. Graduates will participate in transdisciplinary training, a collaborative approach to instruction that will provide shared responsibility for adaptations and modifications and a joint ownership of students and student progress. The project will promote increased professionalism by introducing new technologies into the coursework.

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Grant Number: **H029G70254**

Personnel Preparation

Project Director: Sniezek, Karen M.

Beginning Date: Jan 1, 1998
Ending Date: Jun 30, 2000

California State University, Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95382
(209)667-3502

Purpose: This project, through new credentialling programs, addresses the shortage of fully credentialed special educators in California, where a large number of children and youth with disabilities are being taught by personnel with emergency permits or credential waivers.

Method: California State University at Stanislaus will develop two new credentialing programs in special education for mild and moderate disabilities and for moderate to severe disabilities. Trainees in these programs will be trained to work collaboratively with general educators to meet the needs of infants, toddlers, children, and youth with disabilities.

Competition 84.029K: Special Projects

Grant Number: **H029K30041**

Developmentary Schools: A Project to Assist Elementary Schools in the Recognition, Management, and Conservation of Neurodevelopmental Variation

Project Director: Swartz Carl

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

UNIVERSITY OF NORTH CAROLINA
CB #4100/300 Bynum Hall
CHAPEL HILL, NC 27599-4100
(919)966-7519

Purpose: This five-year project will develop, pilot test, evaluate, and nationally disseminate a professional development program for elementary school teachers. The Developmentary Schools program will comprise a series of workshops designed to improve general and special education teachers' understanding of neurodevelopmental variation in their classrooms (e.g., attention, memory, language, etc.). Training workshops will have a primary focus on improving classroom teachers' ability to use instructional techniques that accommodate individual differences, implement cognitive process-based interventions to ameliorate cognitive strategy deficits, or implement an educational management plan combining both levels of interventions. The products that will result from this project for eventual dissemination will include: * A set of videotapes about neurodevelopment; * A set of classroom-based observation instruments and student self-report measures; and * A set of reference materials that classroom teachers will use to help them develop, implement, and monitor the effectiveness of educational management plans based on individual profiles of students' neurodevelopmental strengths, weaknesses, and content affinities. Developmentary Schools will be pilot tested in two sites in Charlotte, North Carolina, and one site in Durham during the project's first year. An additional two to three sites will participate in further pilot testing during the second year. Videotapes of the content and monthly seminars will be produced during the third year at two additional sites. Elementary schools across the United States will participate in the national dissemination that is planned. Project coordinators and directors from 20 sites will attend a seven-day Developmentary Schools Summer Institute in Chapel Hill during the third year. It is anticipated that approximately 200 to 250 teachers will participate in Developmentary Schools during the final two years of the project.

Grant Number: **H029K30076**

The Sibling Support Project: Training Education Personnel to Create Peer Support and Educational Opportunities for Brothers and Sisters of Children with Special Health and Developmental Needs

Project Director: MEYER, DONALD

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

CHILDREN'S HOSP & MEDICAL CT
4800 SAND POINT WAY NE
SEATTLE, WA 98105
(206)368-4912

Purpose: The Sibling Support Project is providing statewide (or, in some instances, region-wide) training designed to: * Increase family members' and service providers' awareness of issues faced by brothers and sisters of people with special health or developmental needs; * Teach family members and agency personnel how to create peer support and education programs for school-aged brothers and sisters; and * Teach qualified family members and service providers to conduct awareness workshops on sibling issues in their states and communities. During the five-year grant period, project staff will work with a wide range of state level or regional agencies to arrange for these workshops in all 50 states. The agencies that may request training from the project include: Parent-to-Parent programs; Parent Training and Information (PTI) projects; existing Sibshops or other sibling programs; University Affiliated Programs (UAPs); Arcs; United Cerebral Palsy programs; American Cancer Society chapters; Easter Seal programs; children's hospitals; state departments of education, health, mental health, and/or social services; divisions of developmental disabilities; and interagency coordinating councils. The following is a brief description of workshops offered by the Sibling Support Project, and their intended audiences: Workshop A: Brothers and Sisters of People with Special Needs — Unusual Concerns, Unusual Opportunities. This core workshop utilizes a lively large-group discussion format so that participants may learn about the concerns and opportunities frequently expressed by brothers and sisters of people with special needs. During this workshop, participants share what they have observed in their families and the families they serve. Participants learn what researchers, clinicians, and siblings themselves say about growing up with a sibling with special needs. Participants also learn from the experts as they listen to a panel of young adult and adult siblings. Throughout, the implications for parents and service providers are discussed. Intended Audience: The largest possible audience of adult family members; service providers from the educational, mental health, social services, or public health fields; and the general public. Workshop B, Part One: Sibshops — How to Create and Run a Peer Support and Education Program for Brothers and Sisters of Children with Special Needs. During this workshop, participants learn the logistics of planning and implementing a local Sibshop for school-aged brothers and sisters. Sibshops are exciting, fast-paced programs that provide peer support and education within a recreational context that is fun and rewarding to attend. Workshop participants discuss Sibshop goals and the recreational, discussion, and educational activities the goals suggest. Workshop B, Part Two: Demonstration Sibshop. During this hands-on workshop, participants conduct a Sibshop for local brothers and sisters, aged 8-13, with the Sibling Support Project Director. This Sibshop will also be the kick-off for an ongoing series of Sibshops in the host community. Intended Audience: Parts One and Two of Workshop B are open to community teams of at least two people. Teams are encouraged to include family and professional members. At least one team member must be willing to be a local Sibshop facilitator. This team member will participate in the Demonstration Sibshop. Other team members, such as those who are involved in planning, may observe and possibly participate, depending on space and numbers of children. Local Sibshop Teams must apply for this training and must attend Workshop A. Workshop C: Conducting Workshops for Parents and Service Providers on Sibling Issues. Parents are keenly interested in the well being of their typically developing siblings. Increasingly, service providers are interested in sibling issues as well. During this two-part workshop, participants will learn about two models of workshops on sibling issues to prepare them to conduct similar workshops in their own communities. Intended Audience: This workshop is open to parents, adult siblings, and service providers who would like to conduct workshops on sibling issues. Participants should have experience conducting workshops for family members or service providers. Participants also must apply for this training and must attend Workshop A.

Grant Number: **H029K30158**

Training Program in Mathematics

Project Director: PARMAR, RENE

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

SUNY
UB COMMONS, 520 LEE ENTRANCE
AMHERST, NY 14228
(716)645-6186

Purpose: This project will train a cadre of leadership personnel who will develop and conduct a training program in mathematics for general and special education teachers. A special emphasis of the program will be to increase the substantive knowledge of early grade mathematics teachers. This will enhance the capability of the teacher to more fully participate in the design and modification of programs in mathematics on behalf of students with disabilities. There will be four basic outcomes. First is the development of a conceptualization of world-class standards in math as they relate to students with mild disabilities. Second is the selection and training of mentor teams who can serve as leadership personnel for the training of teachers. Third is the training of teams of general education and special education teachers in a program designed to increase their knowledge of mathematics and enhance teaching techniques for all students. Fourth is the dissemination of the findings of the intervention research. One component of this project will include participation of up to 30 universities nationwide whose faculty will be surveyed concerning world-class standards in mathematics. The training component will include staff from regional school districts where mentor and teacher teams will participate in workshops and classroom implementation. The program will consist of an initial 80 hours of mentor training, 60 hours of teacher training, and 12 hours of academic year follow-up (over two years) for each wave of teachers. Target students for the project are elementary and middle school students with mild learning disabilities. These include students who have been identified as learning disabled, mildly mentally retarded, or behaviorally disordered. Research methodologies will be used to include both quantitative and qualitative techniques. In terms of analysis of pre and post test data on student learning, a multivariate analysis of variance approach will be used, including all relevant factors in the design. Student performance will be assessed using qualitative analysis of student products and protocol analysis, where appropriate. Teacher classroom implementation will also be evaluated through qualitative means, using observation data, interviews, and narrative notes. Dissemination activities will ensure local, regional, statewide and national impact. These consist of training sessions, presentations, publications in journals, and curriculum and appraisal materials.

Grant Number: **H029K30161**

Family-Focused, Culturally Appropriate Alternative Inservice Training in Early Intervention

Project Director: CHEN, DEBORAH

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
1811 NORDHOFF ST.
NORTHRIDGE, CA 91330
(818)885-4974

Purpose: This project is a collaborative effort between California State University-Northridge and the California Early Intervention Technical Assistance Network (CEI*TAN) at California State University-Sacramento, with public and private agencies serving very young children with disabilities and their families. The project is designed to provide: * A training of trainers model that involves community family-professional resource teams from diverse cultural backgrounds who will participate in developing materials and providing training; * Modeling of a philosophy of family-professional collaboration and the values of cultural diversity through the provision of inservice training by family-professional resource teams; and * Responsive inservice training based on program and participant needs assessment which will result in systems changes and improvements in the quality of early intervention services provided to very young children and their families. In order to accomplish the project's purpose, activities will be developed from the following four objectives: 1. To build community support and administrative approval for inservice training and implementation of coordinated family-focused, culturally appropriate services in community settings; 2. To develop inservice training models and materials through a collaborative process involving community family and professional resource teams representing various disciplines and diverse cultural backgrounds; 3. To field test inservice training models and materials in four representative communities throughout California; and 4. To document and disseminate field-tested inservice training models and materials to other state agencies and staff development programs in California and across the nation.

Grant Number: **H029K30190**

Transition of Students with Severe Disabilities from Segregated to Integrated School & Community Settings

Project Director: KIERNAN, WILLIAM

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

CHILDREN'S HOSPITAL
300 LONGWOOD AVE
BOSTON, MA 02115
(617)735-6506

Purpose: This project will assist local education agencies and community service providers throughout Massachusetts to create and/or expand integrated educational and community living options for students currently served in segregated educational settings. As a collaborative effort of the Massachusetts Department of Education, Massachusetts Department of Mental Retardation, and the Training and Research Institute for People with Disabilities at Children's Hospital, this project will: * Develop training curricula and implementation guides for teams of students, family members, general and special educators, and community-based rehabilitation professionals on planning for the inclusion of students with disabilities in integrated education, community living, work and recreation settings; * Provide inservice training on team building and inclusion to students, parents, general and special educators, and community-based rehabilitation professionals (e.g., job coaches, advocates, case managers, and adult service providers); * Provide on-site technical assistance and support to families and teams as, annually, a minimum of 20 students with severe disabilities, aged 16 and older, will move from private residential or substantially separate school settings to integrated community-based schools, including general education, work, community living, and recreation options; * Evaluate the effectiveness of the training model and materials; and * Disseminate training materials and project information statewide and nationally. From 1974 to 1990, the percentage of students with disabilities enrolled in separate special classes in the public schools rose by 120 percent in Massachusetts. The percentage of the total student population placed in special or private school programs increased by 450 percent. The Massachusetts Department of Education has initiated a collaborative venture with the Department of Mental Retardation to reverse these exclusionary practices. The Massachusetts Department of Education has made available $1.25 million annually to the Department of Mental Retardation to support local districts and community case managers in developing integrated educational and community options. The funds will follow the individual student and may be used only for direct services for that student. While this ensures that there will be funds to support the movement of these students back to their local schools and communities, it does not provide for the necessary training that parents, teachers, community based rehabilitation specialists, and others will need to accomplish this change in the delivery of services to these students. In order to address the need for training and technical assistance, this project will develop a "how-to" guide and training materials. Training will be provided in local districts to families and teams involved with students who are returning from residential schools and other segregated environments. Continuing education credits will be available through the University of Massachusetts. Over the duration of the project, a minimum of 75 students, parents, general and special educators, and community-based rehabilitation professionals will receive training using traditional instructional materials in combination with supervised field-based follow-up support. A minimum of 200 parents, advocates, educators and community-based rehabilitation professionals annually will participate in a conference or seminar series offered through the project. Additionally, 500 or more special educators, parents, and rehabilitation professionals will benefit annually through materials dissemination efforts. The Massachusetts Department of Education has dedicated $25,000 annually for the development and dissemination of materials by this project. Another feature of the project is the provision of on-site technical assistance to individuals from each team. This technical assistance will assist district-based teams in planning for the student prior to the move from residential or segregated schools. The creation of networks which link school and community resources to families and teachers will assist in decreasing the number of out-of-district placement of students with severe disabilities in the future and enhance the opportunities for other students in segregated settings to enter integrated school and community settings.

Grant Number: **H029K40085**

Project SUCCESS Aims to Provide Technical Assistance and Information Each Year to 50 Project Directors of Newly Funded DPP Projects

Project Director: SMITH, DEBORAH

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF NEW MEXICO
DEPT SPECIAL ED 1634 UNIVERSITY BLVD, NE
ALBUQUERQUE, NM 87131
(505)277-7226

Purpose: Project SUCCESS stands for Serving Under-represented Colleges through Colleagues' Efforts and Support for Self-determination. It will assist new grant holders from minority institutions in implementing high-quality projects funded by the OSEP Division of Personnel Preparation (DPP). Experience suggests that ongoing technical assistance is necessary for many institutions whose faculty members are receiving a grant for the first time. Project participants (grant holders) will be selected by means of a criterion-based system. Project SUCCESS includes four components: * Knowledge production and dissemination; * An annual project directors' meeting and topical seminars; * Individualized support services from colleagues; and * Project evaluation. Each year, the project will sponsor and coordinate a project directors' meeting in Washington, DC. The format and agenda for these meetings will be developed from needs assessments. Several regional topical seminars will also be held each year. High-priority topics for these seminars, determined through consumer input, will be repeated in various regions of the United States, while other topics will be offered less frequently. Colleagues of this project will be experienced personnel from minority institutions who will be trained by Project SUCCESS. Each colleague will be assigned to deliver individualized support and assistance to three grant holders. Each year, it is anticipated that 12 first-time DPP grant holders and 6 others referred by DPP project officers will receive these services, for a total of 90 grant holders across the project's five-year duration. The final component, product development and dissemination, will have impact on the largest number of DPP grant holders from minority institutions, with the potential for serving at least 250 projects over five years. A wide range of products (flyers, newsletters, electronic mail, disseminables of various lengths, computer programs, videotapes, and manuals) will be developed on a range of topics relevant to the work of the project and its constituents.

Grant Number: **H029K40092**

Assistive Technology Training for Early Childhood Personnel

Project Director: WILCOX, JEANNE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

ARIZONA STATE UNIVERSITY
DEPT SPEECH & HEARING
P.O. BOX 870101
TEMPE, AZ 85287
(602)965-9397

Purpose: This project will provide personnel involved in inservice and preservice early childhood special education with the competencies and strategies necessary to facilitate the inclusion of assistive technology across the early childhood curriculum. Three major assistive technology components will serve as the focus of training efforts: adaptive play, computers, and augmentative communication devices. The project relies on a public-private partnership that includes an interagency, inter-network design in order to develop and field test a personnel training model that brings about interdisciplinary collaboration and integration of assistive technology across the early childhood curriculum. Four major activities will be undertaken to achieve this purpose: * Inservice training of interdisciplinary personnel teams, including early childhood special educators, speech and language pathologists, physical and occupational therapists, administrators, and early childhood educators; * Provision of intensive field-based internship experiences for preservice personnel; * Independent replication of assistive technology methods and procedures by trained personnel teams; and * Development, field testing, and dissemination of packages of training materials. Over the course of this five-year project, the plan is to provide information and strategies in assistive technology across the early childhood curriculum to 20 interdisciplinary preservice personnel teams and 160 interdisciplinary early childhood personnel teams (including speech-language pathologists, physical and occupational therapists, early childhood special educators, and early childhood educators or child development specialists). As a result of these efforts, it is anticipated that a minimum of 648 children with disabilities will directly benefit from project activities. Project efforts begin with direct training of local personnel teams and provision of preservice internship experiences. Through an independent replication-evaluation-revision process, training activities will be systematically shared to statewide, regional, and national personnel teams.

Grant Number: **H029K40107**

ALLNET - A National Training Network for Inclusive Schools - A Special Projects Application

Project Director: BENDER, WILLIAM

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF GEORGIA
621 BOYD
ATHENS, GA 30602
(706)542-4586

Purpose: The purpose of ALLNET is to increase the quantity and quality of training available to mainstream and special educators so that these teachers will have the skills necessary to include students with disabilities in all aspects of education. ALLNET will be an inclusion training network of live and interactive satellite teleconferences for a five-year period. The project will develop a minimum of 15 two-hour live broadcasts featuring background information on inclusion, debate on current issues regarding inclusion, and collaborative teaching strategies for regular and special education teachers. The ALLNET teleconferences will feature presentations and applied assignments to be conducted in each participant's classroom. The speakers featured on each telecast will include nationally recognized scholars, as well as teachers and parents. On-site facilitators at each downlink location will assist the participants with interactive activities which reinforce telecast content. Participants across the United States will be able to call in their questions and comments to the presenters during the live telecast. The Georgia Center for Continuing Education at the University of Georgia is providing the television production facilities and the satellite uplink. During Year 1, ALLNET will (a) establish 100 downlink sites (30 in Georgia and 70 across the nation); (b) produce three teleconferences; and (c) train 6,000 teachers.

Grant Number: **H029K40132**

Adapted Physical Education Professional Enhancement Program through Technology

Project Director: BOWERS, LOUIS

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF SOUTH FLORIDA
SCHOOL OF PHYSICAL EDUCATION
PED 214/4202 E. FOWLER AVENUE
TAMPA, FL 33620
(813)974-3443

Purpose: This project will develop a distance learning and multimedia program for use in university and continuing professional preparation of teachers who provide physical education programs for students with disabilities. Over a five-year period, the project will develop 12 videotapes, with print material and a multimedia program for use by school systems and universities. Video and multimedia production will be accomplished by WUSF-TV, a public broadcasting station. The videotapes will be disseminated through the established I'M SPECIAL Network and State Department of Education contacts. For each of the first four years of the project, 50 master videotapes will be distributed to State Departments of Education to make copies for distribution.

Grant Number: **H029K40161**

Training Personnel for the Education of the Handicapped

Project Director: KOHLER, PAULA

Beginning Date: Aug 21, 1994
Ending Date: Aug 20, 1998

UNIVERSITY OF ILLINOIS
COLLEGE EDUCATION
109 COBLE HALL, 801 S WRIGHT
CHAMPAIGN, IL 61820
(217)333-2325

Purpose: This five-year project will identify and organize competencies needed by secondary-level teachers and rehabilitation personnel relevant to planning and delivering transition services for youths with disabilities. Additional purposes include the development and evaluation of a conceptual model of transition-related competencies and national dissemination of the model. Concept mapping (a structured conceptualization process) will be used with a national sample of education and rehabilitation professionals to identify, organize, and evaluate the conceptual model of competencies. Initially, a comprehensive literature review will be conducted to identify current knowledge of transition-related competencies. A preliminary list of competencies will be developed. Using survey techniques, the national sample will then be asked to add to the list of competencies and, subsequently, to organize and rate them. Multidimensional scaling and cluster analysis will be conducted to create a conceptual framework of competencies in the form of concept maps. Finally, the concept maps will be evaluated statistically and by study participants. Products will include a document featuring the conceptual framework and a detailed listing of the competencies, and a manuscript of the study and its findings.

Grant Number: **H029K40173**

Development and Evaluation of a Conjoint Consultation Model for Parents and Teachers of Children with Disabilities

Project Director: HUGHES, JAN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

TEXAS A&M UNIVERSITY
DEPT EDUCATION PSYCH
COLLEGE EDUCATION
COLLEGE STATION, TX 77843
(409)845-1831

Purpose: Conjoint consultation is defined as a professional relationship between an educational specialist (consultant) and at least two other persons (consultees) who have responsibility for delivering services to a student and who represent at least two different systems of which the student is a part, toward the goal of developing a plan for improving the student's functioning in one or more systems. In light of the fact that the two most important systems in the lives of children are the family and the school, the primary foci of this proposed model of conjoint consultation are the child's family and teachers. This project will develop, field test, and disseminate a training module in conjoint consultation for school psychology and special education inservice and preservice personnel. The three primary objectives are: * The development of videotapes and a training manual in conjoint consultation for use with preservice and inservice school psychologists and special educators; * Evaluation of the degree to which trainees master the essential competencies in conjoint consultation; and * Evaluation of the outcome effectiveness of conjoint consultation with parents and teachers of children with, and at risk of, disabilities. Child effects, a variety of indirect effects, and consumer satisfaction/treatment acceptability will be assessed as part of the development and evaluation process. It is anticipated that 30 school psychologists and special educators will be trained in the model during the course of the project. In addition, evaluative data will be gathered on more than 200 conjoint consultation sessions. The training modules will be further field tested in the project's third year by conducting a summer training institute in conjoint consultation for professionals in the fields of school psychology and special education.

Grant Number: **H029K40181**

Parent/Professional Partnership Project

Project Director: CAMPBELL, KATHLEEN

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

MATRIX A PARENT NETWORK
555 NORTHGATE DR
SAN RAFAEL, CA 94903
(415)499-3877

Purpose: MATRIX is a parent-administered Family Resource Center that brings the parent perspective more fully into the national inclusion effort. Its goals for this project are as follows: * To alter the traditional approach to teacher education by directly involving parents of children with disabilities as architects and implementors of preservice, inservice, and technical assistance materials for graduate students, as well as educators in the field; * To create and institutionalize the partnership between these parents and professionals within the organizational setting of the University so that promotion of meaningful involvement of parents in the education of their children continues beyond the life of the project; * To structure the parent-professional partnership to promote successful inclusion of children with disabilities in the regular school environment and society; and * To increase collaboration of parents of disabled and nondisabled children, teachers, administrators, institutions of higher education, and private agencies. By working collaboratively with San Francisco State University (SFSU) and Sonoma State University (SSU) to develop this project, MATRIX serves as a model for other parent organizations to increase family involvement in their children's education. Parents will co-teach the required Elementary Mainstreaming course 662 at SFSU to at least 120-150 regular education graduate students in Years 2 and 3 of the project, with the intention of institutionalizing this relationship. SFSU will develop guidelines to allow parents to become co-teachers and lecturers in the Department of Education. In Year 4, SSU will also offer a revised preservice class for 60-80 graduate students and similarly constituted teaching teams composed of parents and faculty members, institutionalizing the parent position at SSU in Year 5. The same parent-faculty teams will also provide needed inservice and technical assistance for teachers, administrators, and other parents already confronting issues related to mainstreaming and full inclusion. Several school districts are participating in the development and field tests of materials and methods for the inservice and technical assistance for at least 40 regular educators, administrators, and parents. During Year 3, additional rural districts will also become involved in field testing, modifying, and evaluating the materials and methods for a minimum of 20 teachers and administrators.

Grant Number: **H029K50011**

Effectively Communicating with Offenders with Handicaps: A Dissemination Training Special Project

Project Director: Curry, Keith

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF SOUTH FLORIDA
4202 FOWLER AVE
TAMPA, FL 33620
(813)797-7244

Purpose: This Special Project will advance the knowledge base and capacity and quality of inservice and preservice training of personnel. There are two components: 1. Existing materials on "Effectively Communicating with Handicapped Offenders" will be improved. These materials were developed under a previous OSEP project to educate personnel in the criminal justice system to recognize and work with offenders with hidden disabilities, mild mental retardation, and learning disabilities. The revisions will bring all materials up to date, to include person-first terminology, close-captioning of videotapes, and amendments on recent legislation affecting persons with disabilities. Moreover, addenda focusing the existing lesson plans on specific disciplines within the criminal justice system will be included. 2. Once reviewed, the materials will be disseminated in 13 states through a three-level multiplier effect. At the first level, administrative personnel in state agencies will work with project personnel in planning and coordinating training for their state. These professionals will select 18 to 28 key trainers in criminal justice and human service agencies from their states to participate in the second level; including representatives from both of these areas is necessary to promote interaction among agencies and coordination of educational and transitional services. All will be involved in a four-day training session on the use of the ECHO materials. At the third level, these 18-28 trainers will return to their facilities or agencies and begin the process of educating line staff to recognize and better manage offenders with mild retardation and learning disabilities. Using this approach, a multiplier effect will be achieved in which each state will have the ongoing capacity to train staff at preservice and inservice levels and to prepare other trainers as needed. A train-the-trainer format is used, and the lesson plans are tightly scripted for the criminal justice or human services trainer with no background in disabilities. The effectiveness of the project's multiplier effect has been demonstrated in a prior OSEP grant under which this project's key personnel disseminated ECHO in fifteen states to 342 administrators and trainers who, in turn, trained 5012 line staff and 78 additional trainers. Although these prior numbers may be impressive, there are still tens of thousands of mildly retarded or learning disabled youthful and young offenders in local, state, and federal correctional facilities and agencies who have not been reached. Evaluations of the prior project have shown that these materials are much needed, user friendly, and effective at all levels of training.

***Grant Number:* H029K50026**

Teaching Students with Disabilities "What Makes People Tick" Validation & Dissemination of the Social Science Curriculum

Project Director: WARGER, CYNTHIA

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

FOUNDATION FOR EXCEPTIONAL INNOVATIONS
1648 BENNINGTON HOLLOW LA
RESTON, VA 22094
(703)437-6542

Purpose: This project will disseminate, to teams of special educators and general classroom math and science teachers, the use and adaptation of a social science curriculum that teaches students with and without disabilities "what makes people tick." In this curriculum, students learn the roles governing the process of doing science, but the experiments are drawn from social science and the extant database showing the social-perceptual, cognitive, and behavioral deficits of children with learning and behavioral disabilities. Thus, in the context of learning science, students learn important principles governing their own behavior and the behavior of others. Teachers will participate in a series of workshops in which they will be trained to use the curriculum, have the opportunity to use it in their classrooms, evaluate the results of using the program on students with disabilities, integrate the program with their school district's math and science objectives, and adapt the program to meet the needs of individual students and schools. The project will be conducted in urban, suburban, and rural school districts in five states. About 180 teachers will participate in a series of workshops in which they will learn about the program. Following this, they will implement the program in their classrooms and then reassemble for a second series of workshops to evaluate and revise the program. It is estimated that 1200 students with disabilities will be involved in the dissemination and validation of the program. The project will produce a set of products so that the program can be widely disseminated. A complete teacher's manual will include all of the materials that teachers will need to implement the program. A videotape will provide teachers with an overview of the program and how to make it work.

BEST COPY AVAILABLE

Grant Number: H029K50035

Project THREADS: Transformations for Humanistic & Responsive Education for All Deaf Students Focuses on Development of a Model for Increasing Multicultural Competence of In-Service Teachers of the Deaf

Project Director: OLIA, FATEMAH

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

GALLAUDET UNIVERSITY
800 FLORIDA AVE, NE
WASHINGTON, DC 20002
(202)651-5368

Purpose: The primary purpose of Project THREADS is to develop, implement, and field test a model which guides the development of multicultural competencies in inservice teachers of the deaf in becoming leaders in schools where they can function as catalysts for change through constructing culturally responsive school environments. Through one week of an on-site institute at Gallaudet University, along with a distance education component throughout the academic year, ten pairs of teachers from schools and programs for the deaf with highly diverse student bodies will be trained over the course of three years. The sites will be geographically representative, and will include day schools, residential schools, and public special and mainstream classes for deaf students. In addition, one administrator from each of the participating sites will attend an annual workshop to receive an overview and orientation to the project. An advisory board will review annual plans for the summer institutes and academic year plans. The model for Project THREADS will be field tested in a spiral, with opportunities to recycle and revisit concepts and practices throughout the project. During the Year 1 Summer Institute, teachers will be introduced to the theories of multicultural education and its implications for deaf education. Throughout the following school year, teachers will carry out team projects in building personal and staff awareness and conducting needs assessments at their sites. The program for the Year 2 Institute includes application strategies and basic design modules for multicultural education. On site, teachers will revise and modify their own classroom curricula and instructional strategies. In Year 3, teachers will be prepared to implement broader field testing, revisions, implementation, and dissemination to be carried out during that school year at a school-wide level. Project outcomes will be measured by: (a) qualitative descriptions of participants interactions as a group for problem solving via e-mail conferencing; (b) analysis of teachers journal writing documenting an increase of reflective teaching; (c) documentation of curriculum modifications and descriptions of applied instructional strategies at the classroom level; (d) teacher publications; and (e) written team proposals for design and implementation of culturally responsive programs at each school site.

Grant Number: H029K50055

Unlocking Futures: A Preservice Masters Program to Prepare Educators to Prevent Dropout & Delinquency among At-Risk Youth with Disabilities

Project Director: KOCHHAR, CAROL

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC 20052
(202)994-1536

Purpose: Increases in violent and aggressive behavior in the school setting are on a sharp rise and are expected to contribute to growing numbers of youth with disabilities being removed from regular classrooms and placed in alternative educational programs. In 1990, almost 350,000 students in the nation dropped out of high school, and a disproportionate number of them were from special education. Research has shown a high incidence of disabilities among violent and pre-delinquent youth and has demonstrated a strong link between juvenile delinquency and learning disabilities. In addition, the number of youth on juvenile probation in public schools is on the rise. Although figures vary, a significant portion of these students in crisis have been, or were at one time, identified and served as special education students with learning disabilities. These trends suggest that the public school system even with the additional educational interventions provided by today s special educators is accomplishing too little too late for a sizable portion of our youth. These at-risk students need alternative, innovative educational and social-cognitive interventions to teach them functional, vocational, and interpersonal skills linked to a continuum of community health and social services for themselves and their families. New strategies are needed to help educators to break the cycle of academic and social failure that leads to high school dropout and juvenile delinquency, and often from there to social dependency and criminality. Since 1983, George Washington University s Adjudicated Youth/Special Education Master s Program has emphasized education in correctional settings. Responding to new research, the faculty have initiated a shift from a correctional-remediation-rehabilitation model to a school-based prevention model for identifying and intervening earlier, before youth become delinquent or drop out of school. This new interdisciplinary 42-hour master s degree preservice training project focuses on the needs of children and youth in grades 4 through 12 (ages 8-21) who have been or could be identified as at risk, and who are in need of specialized or alternative education services. The training program emphasizes: * Early identification of at-risk youth in the elementary and middle school years; * Proven innovations in social-cognitive educational interventions; * Dropout prevention and outreach strategies; * Prevention of violent and delinquent behaviors; * Programming and services that support transition to adulthood; and * Community-based diversion and re-entry programs. The project will lead to special education certification for 27 students over three years, in three cohorts of 9, and will recruit adults with backgrounds in education and human services who have experience serving troubled children or youth, aiming to aggressively seek out students from traditionally under-represented groups. Faculty from the fields of special education, vocational-technical education and transition, psychology, family services and social work, sociology, human services, criminology, and law will provide relevant interdisciplinary course work that incorporates knowledge and skills for adapting school and facility-based education to meet the social-cognitive needs of at-risk youth and young offenders. This will be integrated with full-time structured internships in one of two alternative education settings to create an intensive 15-month immersion experience that will train teachers to be effective change agents in the lives of our most challenging youngsters. Trainees will develop an understanding of the link between learning and social development and build the skills to break the spiraling cycle of academic and social failure that plagues these youngsters. Specifically, they will build necessary competencies to: * Thoroughly understand and accurately identify the nature and needs of at-risk special needs children; * Expertly reach through behavior and emotional problems to teach these youngsters the academic, vocational, and interpersonal skills they need; * Effectively communicate and collaborate with family, school, and community resources to relieve stress and provide opportunities for success; * Successfully transition these students to less restrictive settings and/or into the adult world of work. To facilitate the project, The George Washington University has entered into partnerships with the District of Columbia Public Schools Superintendent's Student Efficacy initiative, the National Learning Center/Capital Children s Museum Options School, and the For Love of Children (FLOC) Learning Center. Graduate student interns will work with these programs in alternative educational settings serving at-risk special needs children and youth, aged 8 to 18. Student interns will both teach and support the development process and assist schools in reaching the eight National Education Goals. The staff will document the project s processes and outcomes and will disseminate these through linkages with the National Dropout Prevention Center, national networks for alternative education, the Correctional Education Network, and the National Goals 2000/Goaline Office which is located in the Graduate School of Education and Human Development at The George Washington University.

Grant Number: H029K50068

Special Personnel Preparation Project

Project Director: GREENWOOD, CHARLES

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF KANSAS
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)321-3143

Purpose: For the past 12 years, a University of Kansas group has engaged in research on improving the literacy of children in inner city schools who are poor, culturally diverse, and mildly disabled. The new product of this research has been the "ClassWide Peer Tutoring" (CWPT) program, which has been the object of more than 25 experimental evaluations generated by researchers at the Juniper Gardens Children s Project and others who have replicated or adapted the procedures for class-wide and school-wide models. This body of work has shown that students at risk for, and with, mild disabilities acquire literacy skills at a more rapid rate, retain more of what they learn, and make greater advances in social competence when using CWPT, as compared with conventional instructional methods. Emerging from this work have been several new knowledge bases that serve this application, including: (a) data on instructional effectiveness that includes a 12-year experimental-longitudinal study; (b) the classroom-based CWPT program; (c) a school-wide adoption and administrative model; and (d) a technology-based expert system (the CWPT GURU) for assessing and improving the fidelity of implementation. Taken together, this comprehensive knowledge base of research, technology, training, and practice represents a major asset in our effort to promote the literacy of culturally diverse children with disabilities. Unfortunately, however, the current teacher training materials and approaches used with CWPT are currently outdated (based on manuals and color slides) and technologically obsolete. The general hypothesis addressed by this project is that the often unyielding barriers that prevent large-scale, high quality, sustained implementation of effective practices may be overcome by improving personnel preparation s links to technology. Thus, the aim of this project is to develop, field test, and disseminate an innovative approach to CWPT training, using multimedia technology. The work of the project will integrate existing CWPT research and practice knowledge (manuals, books, published research, video, and experience of teachers previously trained) into a multimedia software system. Within a three-year design including development, field testing, and dissemination strands, a CWPT Learning Management System (CWPT-LMS) will be produced. The intended subject population for the system are general and special education teachers and administrative staff in elementary Title I schools that serve children who are at risk, culturally diverse, and have mild disabilities (learning disabilities, behavior disorders, educable mental retardation, developmental disabilities, and attention deficit hyperactivity disorder) who are included within the general education program. Due to the self-instructional nature of multimedia programs, this project has implications for both preservice and inservice teacher training formats. The benefits for potential CWPT users will be in terms of improvements in the quality and efficiency of the training system and, thus, CWPT s wider scale use in the classroom and expected benefits to literacy. The benefits for others will be the knowledge and lessons learned concerning the demonstration of the broader notion of how technology may be linked to existing effective practices in ways that reduce barriers; improve the quality of training; and promote effectiveness, utilization, acceptability, and teacher support.

Grant Number: H029K50072

Culture, Families, & Augmentative & Alternative Communication Impact: A Multimedia Instructional Program for Related Services Personnel & Family Members

Project Director: PARETTE, PHIL

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

SOUTHEAST MISSOURI STATE UNIVERSITY
CAPE GIRARDEAU, MO 63701
(314)651-2128

Purpose: This project will develop decision making strategies and materials related to the prescription of augmentative and alternative communication (AAC) devices for young children with disabilities. It is also designed to train related services personnel and family members nationally in their use. Little attention has been given by related services personnel (e.g., speech/language pathologists, occupational therapists, physical therapists, technology specialists) and vendors to the impact of AAC devices on family functioning and cultural diversity prior or subsequent to the introduction of devices (e.g., demands placed on families to attend training sessions, stress and changes in routines which may result, cultural values and their relationships to AAC prescription). This can result in the provision of inappropriate AAC devices. This project will develop the first interactive bilingual CD-ROM designed to be used by related services personnel at the preservice or inservice level, vendors, and family members from diverse cultures to develop competencies that assist in effective AAC decision-making. The instructional materials will: * Provide information and multimedia vignettes designed to sensitize related services personnel to child, AAC devices, family/social, cultural, and system issues to consider regarding the selection and use of AAC devices; * Provide structured procedures and checklists to use during the planning, implementation, and evaluation of AAC devices; and * Provide simulated practice in the use of the procedures. These interactive materials will assist personnel in schools; state, federal, and private agencies; and organizations to appropriately serve young children with disabilities and their families. They will also enable service providers to make the most appropriate decisions about the prescription of AAC devices while balancing child, AAC device, family, cultural, and system resource considerations. The project s objectives will be achieved through activities during three phases. Phase 1 will involve identification of critical AAC family and cultural impact issues through focus groups conducted in five states, using families from various cultures, vendors of AAC devices, and related services personnel. Phase 2 will involve development of a draft version of the interactive AAC training materials, creation of initial versions of the materials, alpha testing in urban and rural field sites, and creation of a CD-ROM that will be beta tested, using Parent Training and Information Projects and Alliance for Technology Access field sites nationally. Phase 3 will involve mass production and wide-scale dissemination of the training materials, along with multifaceted training activities nationally. As many as 130,000 individuals may be trained in Year 3 and in subsequent years, using the interactive materials.

Grant Number: H029K50094

Development, Field Test, & Evaluation of A CD-ROM Prototype for Teacher Use: Tools for Nonaversive Behavior Intervention for Young Children

Project Director: CAMPBELL, CHARLES

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

VALDOSTA STATE UNIVERSITY
SCHOOL EDUCATION
VALDOSTA, GA 31698
(912)333-5932

Purpose: This project will develop, field test, and evaluate a prototype for teacher-use CD-Roms (compact disk, recordable) for nonaversive behavior interventions for young children with significant behavior disorders. Three CDs will provide the basis for developing a teacher/parent CD-based electronic performance support system (often referred to as EPSS). The EPSS will be an integral part of each CD and will focus on a single behavioral concept (e.g., seeking help, sharing materials, following directions). Each CD will provide access to information, training, and support on demand to provide the teacher and parent with a tool for identifying potential motivations and/or factors that maintain difficult or disturbing behavior. This information, in turn, will trigger a set of potentially useful interventions, based on these motivations. The user will be guided through a functional analysis (motivational assessment) of the behavior, its antecedents, setting events, and/or consequences. At the end of the analysis, the user will establish a hypothesis regarding what may be maintaining the difficult behavior.. Based on these hypotheses, a series of alternate intervention strategies will be provided. Each potential strategy will include an explanation of a nonaversive instructional intervention (audio with graphics support), the data collection process, and video examples of the behavior and the specific intervention selected. Up to ten video vignettes will be available for consideration on each CD, with supporting documentation and data management systems. The model CD development process will use a commonly employed software development model. The process is sequential, beginning with the definition of system requirements, conceptualization, and organizational framework of the content in this case, the behavioral intervention. Second, a flowline of the application and user interface will be designed using authoring system software (i.e., Authorware Pro); video, audio, text, and graphics components will be added in this coding process. CD mastering of the completed application includes organizing and pre-mastering for location and placement on the disc and translation into an ISO 9660 image. Next, the application will be copied to a second hard drive or to a DAT (Tape) Drive, depending on the next steps. At this point, an initial test performance will be conducted instead of mastering. Then the application will be flowed into the CD-R drive for recording. For alpha and beta testing of each CD, "plastic one-offs" will be made on the CD recorder. The field-test process will test alpha and beta versions of each CD in two preschools, using up to ten teachers and with cooperating parents of children enrolled in the programs. Teacher and parent use will be evaluated in a multi-step field test sequence to validate each CD, culminating in release 1.0 versions that will be made available for further examination and feedback from experts in the field of special education and early childhood. The evaluative feedback from these individuals will be used for program updating and further modification before final mastering. It is anticipated that the resulting CD shell will be widely used for additional single-concept behavior interventions.

Grant Number: **H029K50103**

Positive Behavioral Support: Preparing Personnel to Assist Students in Transition to Inclusive School & Community Settings

Project Director: HARVEY, J

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

VIRGINIA COMMONWEALTH UNIVERSITY
Virginia Institute for Developmen
PO Box 980568
RICHMOND, VA 23298
(804)828-3876

Purpose: This project will develop, field test, and disseminate a training model, with both inservice and preservice components, that will improve the preparation of school personnel and others working with transition-age students who have severe disabilities and challenging behaviors. The training model will incorporate the philosophy and techniques of positive behavioral support, person-centered planning, transdisciplinary team action planning, and three state-of-the-art technologies that enhance effective educational planning for students with disabilities and challenging behaviors. Recipients of training will include general and special educators, related service personnel, family members, community service providers, school and agency administrators, and university faculty and students. Through the inservice component of the project, a series of training and technical assistance sessions will be provided to positive behavioral support teams organized around individual students in three different localities in Virginia. This will allow assessment of the replicability of the project in the state and nation by examining the influence of such factors as geographic location of schools (urban, suburban, and rural); participation of various school and community personnel in training; and racial/ethnic diversity of populations. Ongoing technical assistance beyond the life of this project will be provided in collaboration with an existing network of university technical assistance centers that provide support to school personnel. In addition, the project will also make training available to school administrators and supervisors from community agencies to help them create an organizational culture that enhances the probability of successful transition experiences for students with severe disabilities and challenging behaviors. The preservice component of the project, offered to graduate students from multiple disciplines, will consist of an interdisciplinary graduate-level course drawing on the actual experiences of teams who have developed and implemented positive behavioral support plans through the inservice training. Required practice placements will be in school systems that have received the inservice training. To introduce faculty to the concepts of positive behavioral support, and to present methods for infusing relevant content into existing courses, a Faculty Institute will be offered, and a positive behavioral support Instructor's Manual will be developed. Through this project, it is expected that at least 108 school personnel and other direct service providers, administrators, and family members; 20 university students; and 30 university faculty members will receive training. In addition, 18 pupils will have positive behavioral support plans implemented in their schools, homes, and communities. Other general and special educators, related service providers, family members, and students with disabilities will also benefit through planned generalization of the training and ongoing technical assistance to all sites throughout the duration of the project.

Grant Number: **H029K50109**

Special Personnel Preparation Project

Project Director: ALAN KOENIG

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

TEXAS TECH UNIVERSITY
LUBBOCK, TX 79409

Purpose: This three-year project will address the need for comprehensive and sequential instructional materials to teach preservice and inservice teachers specific processes for selecting appropriate literacy media for students with visual impairments. In its first year, the project will develop a multimedia instructional package that includes: * Comprehensive written guidelines for selecting appropriate literacy media; * Three instructional videos that will provide an overview of the processes used in selecting literacy media; and * An interactive videodisc package using Macintosh technology to provide guided practice and reinforcement in the use of specific techniques, problem solving, and diagnostic teaching strategies for selecting literacy media for students with visual impairments. During the second year, these instructional materials will be field tested and revised. The third year will be devoted to dissemination of the materials. There will be seven regional workshops for university faculty in visual impairments and state-level professionals. Each university and state that has a participant in the workshop will receive a set of training materials developed by the project for their use in future workshops or college courses. In a trainer of trainers model, each participant will be expected to conduct at least one, but ideally more, workshops for teachers in their states. University personnel will be expected to infuse the content of the workshop and materials into their curricula for preparing teachers of students with visual impairments. As a national effort, it is expected that all 50 states and approximately 27 university programs in visual impairment will benefit from the project. Practicing teachers who participate in a "second generation" workshop delivered by one of the many project trainers will be better prepared to use diagnostic teaching and problem-solving skills to make appropriate decisions on literacy media for their students with visual impairments.

Grant Number: **H029K50112**

Project INCLUDE

Project Director: BENNER, SUSAN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF TENNESSEE
404 ANDY HOLT TOWER
KNOXVILLE, TN 37996
(615)974-6228

Purpose: Project INCLUDE will provide a demonstration of a personnel preparation model that trains general educators for inclusive settings for children with a wide range of abilities and disabilities. The goal is to develop, field test, and disseminate nationally an inclusive approach to personnel preparation. The training program is targeted to preservice students seeking licensure in elementary education, with a focus on improving the quality of educational experiences for young children with disabilities while they are in general education elementary classroom settings. Graduates will be prepared to teach within inclusive programs where the needs of every student (regardless of disability) are met in the general education setting. Thirty trainees per year will participate. Four permanent products will be developed and disseminated: * Problem-based learning modules on inclusive education for preservice course work; * Case-based instructional training materials; * Alternative forms of trainee assessment; and * Multimedia interactive technologies for instruction. Evaluation will encompass: effectiveness of the training model; trainee outcomes; effectiveness of training strategies; and effectiveness of product development. Outcomes will be disseminated locally, regionally, and nationally to promote further development and replication of the model.

Grant Number: H029K50136

Preparing Paraeducators to Work with Children & Youth Who Have Special Education Needs Including Limited English Proficiency

Project Director: PICKETT, ANN LOU

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

CUNY Res Fdn/University of New York
25 West 43rd St. Room 620
NEW YORK, NY 10027
(212)642-2948

Purpose: Across the country, para-educators are integral members of instructional teams that provide education and transition services for students with disabilities and other special needs, including those who have limited English proficiency. Despite increased reliance on para-educators in roles that are evolving and becoming more complex and demanding, opportunities for their inservice and preservice training in most school districts are not available. Nor are there partnerships among state departments of education, local education agencies, and institutions of higher education in most states to develop articulated systems for providing training and career development for para-educators. With the assistance of the Transition Services Training Program at California State University-Long Beach, the National Resource Center for Paraprofessionals in Education and Related Services will conduct this national significance project to: * Develop, evaluate, and produce competency-based instructional materials to prepare para-educators to work with children and youth with disabilities and other special needs that place them at risk; * Produce a monograph that will highlight new and emerging articulated approaches for training and career development for para-educators who come from language minority heritages; and * Conduct a national dissemination effort to share materials developed by the project with various audiences who can benefit from them. This project will undertake materials and curriculum development activities that will increase the availability of skilled personnel to work with children and youth with disabilities and their families.

Grant Number: H029K50139

Special Personnel Preparation Project

Project Director: WOOD, JUDY

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

VIRGINIA COMMONWEALTH UNIVERSITY
RICHMOND, VA 23298
(804)828-1305

Purpose: The Responsive Education Institute at Virginia Commonwealth University will develop a national training program for Special Services Providers in higher education to ensure that students with disabilities have an equal opportunity to benefit from all programs, services, and activities offered in our nation's two-year and four-year colleges and universities. Students with disabilities attending institutions of higher education frequently encounter physical and academic barriers to their education and often find attending higher education to be a difficult task. A common barrier is the lack of understanding from instructors and professors regarding necessary accommodations and modifications. This project will address issues related to providing equal access to postsecondary programs by students with disabilities by: * Developing a training program to assist Special Service Providers in working more effectively with college and university professors and administrators, and with students with disabilities; * Field testing the training program in Virginia; * Training Special Service Providers from across the nation at six established sites (Regional Resource Centers); and * Disseminating the program's results nationally. The project will be carried out in three cycles. During Cycle 1, a training program will be developed that includes a written training sequence and a videotape. The content of the program will be based on a validated model of accessibility (the SAALE model) which identifies and provides for reasonable accommodations and academic adjustments for students with disabilities. The Virginia field test and subsequent modifications will also occur in Cycle 1. In Cycles 2 and 3, each of the six Regional Resource Centers will serve as hosts for a four-day training institute. Participants in the training will include Special Service Providers at colleges and universities across the country. After the training, the participants will: (a) provide short training/informational sessions for faculties in their institutions; (b) assist in the preparation of Access Plans for students with disabilities in university/college settings; and (c) assist with equal access for postsecondary students with disabilities in their respective institutions. Since the training will be regionally located and nationally supported and disseminated, it will be available to all service providers located in each college and university within the United States.

Grant Number: **H029K50148**

Development & Evaluation of a Program to Teach Naturalistic Early Intervention Strategies to Personnel in Inclusive Environments

Project Director: RULE, SARAH

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UTAH STATE UNIVERSITY
LOGAN, UT 84322
(801)797-1987

Purpose: To assure that personnel teams — special educators, early childhood educators, child care and related service personnel, and family members — are able to provide the necessary supports to serve young children with disabilities, curricula for use in preservice and inservice training are urgently needed. Curricula that teach naturalistic intervention (instructional) strategies are particularly suited to address this need, as these are effective with children whose disabilities vary in type and severity. They can also be used across settings: homes, preschools, and child care and other community environments. The purpose of this project is to develop, evaluate, revise, and disseminate a video-assisted, competency-referenced curriculum to teach naturalistic intervention. It will be designed for inservice and preservice education of team members representing the several disciplines concerned with the provision of early intervention (defined here as services to children with disabilities aged birth to 5 years and their families). The curriculum will be formatted into modules for maximal user flexibility. The completed 10-module package will include videotapes, print manuals for instructors/leaders and participants, and a CD-ROM version to allow instructors who so desire to customize all materials to their personnel development activities. Each module will include group and field-based activities. Participants will watch video examples that model the use of naturalistic strategies to facilitate analysis and reflection about issues that must be taken into account when applying such strategies. Other group and individual activities will facilitate the use and refinement of strategies when applied with children and families in intervention settings. A systematic research and development field test model will be used to evaluate the effectiveness of the program. Users from several states (including interdisciplinary agency personnel, families, university faculty, and students) will participate in formative and summative evaluation. Project personnel will revise the curriculum after each field test. Initial national dissemination will use the catalog distribution system of the Center for Persons with Disabilities at Utah State University, as staff investigate commercial publication as a means to maximize dissemination. Manuscripts will also be submitted for publication, and presentations will be given about the program and its effectiveness.

Grant Number: **H029K50157**

Expertise in Special Education: Special Thinking in Special Settings

Project Director: PALMER, DOUGLAS

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

TEXAS A&M UNIVERSITY
COLLEGE STATION, TX 77843
(409)862-1264

Purpose: In the last ten years, the construct of expertise has been used as a fruitful heuristic for describing the classroom behaviors and cognitions of effective teachers. However, this body of research has traditionally focused on instruction within the regular classroom; there are few studies that have examined expertise in special education teachers. Knowledge of this expertise is particularly important, given the rapidly metamorphosing role of special education and public education and the changing demography of students receiving special education services. For example, due to recent educational initiatives, learners with special needs are increasingly being included in general education classrooms. Special educators are, as a result, often called upon to serve in a consultation service role in the education of students with disabilities. There is therefore a strong need to investigate the skills that novice special education teachers must have to meet the educational needs of mentoring students with disabilities and the changing demands of their educational roles. This project has three objectives: 1. Developing a knowledge base of identified expert special educators who work with culturally and linguistically diverse students with mild to moderate disabilities; 2. Field testing expertise teacher training materials and activities by incorporating them into a teacher education program; and 3. Evaluating and disseminating results of the project. During the first year, activities will identify expert teachers of exceptional learners with mild to moderate learning problems and conduct an in-depth study of these teachers. The data gathered from the practicing expert teachers will be analyzed both qualitatively and quantitatively, and a description of these expert special education teachers will be generated. Activities during the second year will (a) verify and expand upon the first-year findings, using a larger sample of special education teachers; (b) observe and analyze the instruction of special education student teachers; (c) develop videotapes and curriculum materials that focus on expert instruction by special educators; and (d) disseminate the findings from the first project year. Activities of the third year will (a) incorporate, as a pilot test, the descriptions of expert teachers developed during Year 1 into a master's level course for prospective special education teachers entitled "Developing Expert Instruction"; (b) examine the effects of the pilot course on special education student teachers; (c) compare these results with those of student teachers who are not exposed to these concepts; and (d) disseminate nationally the results of the project to other teacher educators and researchers.

Grant Number: **H029K50161**

The Full Option Curriculum for the Utilization of Social Skills (FOCUS)

Project Director: SACKS, SHARON

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

SAN JOSE STATE UNIVERSITY
PO BOX 720130
SAN JOSE, CA 95172
(408)924-3695

Purpose: The FOCUS Project in school and community settings for students with visual impairments is a three-year innovative Special Project to develop, evaluate, and disseminate training materials for students in preservice university training programs in visual disabilities, as well as inservice materials for practicing teachers, regular education teachers, paraprofessionals, and related service personnel serving students with visual impairments. FOCUS contains five mini-modules, each emphasizing a specific content area related to social skills intervention: 1. Importance of and need for social skills; 2. Assessment techniques; 3. Creating social opportunities for young children with visual impairments; 4. Developing friendships in school and in the neighborhood; 5. Social skills in the daily lives of visually impaired adolescents and young adults. Each mini-module will contain a self-directed study guide, readings, instructional materials, individual assignments, and videotapes. A telephone link between the project directors and participants will help to reinforce information learned in each mini-module. FOCUS can be used in a classroom or workshop for preservice or inservice training, or individually via home study by professionals to enhance their knowledge base and skills toward promoting social skills instruction in home, school, and community settings. FOCUS training materials will be field tested by six preservice university training programs, two of which provide training through a distance education model. Urban, suburban, and rural school district personnel serving students with visual disabilities will participate as field test sites. Two agency-based early childhood programs and two adult education agencies will evaluate the training materials. Project materials will be disseminated through conference presentations to professionals and to families. Journal articles will be submitted for publication describing the content and potential uses of FOCUS. Training materials will be disseminated to selected Instructional Materials Centers, university training programs, and public and private agencies serving persons with visual impairments upon request.

Grant Number: **H029K50169**

Special Personnel Preparation Project

Project Director: HARPER-MAINZER, LYNN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

NASDE
WASHINGTON, DC
(703)519-3800

Purpose: The purpose of this project is to adopt a vision for the education of students with disabilities and other students with diverse learning needs in a reformed system of education, and to provide assistance to state educational agencies to ensure that the vision is achieved through the development and implementation of their school restructuring plans. The project is expected to result in a collaborative approach between general and special educators and other stakeholders in the implementation of Goals 2000 or other school reform legislation that may ensue. The tasks necessary to address the needs identified and to achieve the purpose of the project are to: * Develop and adopt a vision statement that unites special education and general education in improving the educational results of students with disabilities and other students with diverse learning needs; * Analyze the Goals 2000 legislation, including the National Education Goals, to determine provisions that have similarity to existing areas of special education programming that can contribute to the successful implementation of the Act; * Develop criteria for the selection of promising and best practices in both general and special education and the development of model strategies for addressing these "challenge areas"; * Conduct an Action Seminar for general and special educators to refine the identification of "challenge areas" and the criteria for the selection of promising practices and the development of model strategies; * Identify promising and best practices in both general and special education that are successful in addressing "challenge areas"; * Develop model strategies in collaboration to address "challenge areas" for which promising practices cannot be identified; and * Disseminate and market the vision statement, promising and best practices identified by the project, and model strategies developed by the project.

Grant Number: H029K50173

Developing Classroom Interactive Multimedia Instruction (IMI) An Instructional Technology Delivery Model for the Preparation of Teachers

Project Director: CAMPBELL, CHARLES

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

VALDOSTA STATE UNIVERSITY
DEPT SPECIAL ED SCHOOL EDUCATION
VALDOSTA, GA 31698
(912)333-5932

Purpose: This three-year Special Project will develop, evaluate, and demonstrate the use of a series of graduate preservice personnel preparation instructional materials. The instructional model will promote the use of teacher-managed interactive video instruction for students with disabilities in inclusive instructional settings. Target trainees are students in general and special education preservice graduate personnel preparation who seek to develop specific competencies to use interactive multimedia instruction (IMI), and will include an option for a specialization in IMI classroom development. The goals of the project include: * The development; field test; and validation, evaluation, and implementation of a next generation instructional technology model for a graduate personnel preparation specialization in IMI; * Recruitment and training of general and special educators from Georgia to develop and implement IMI in inclusive classroom settings with students who have varying disabilities; and * Marketing and dissemination of the IMI personnel preparation package. In order to provide this training to the largest possible audience in a cost-efficient manner, the staff will develop the training materials themselves in an IMI format that contains a series of modules, consisting of: a professionally produced IMI instructional sequence; summary documentation highlighting the principal concepts and procedures for each module; a set of graduated laboratory activities; and an accompanying Instructor s Manual which will provide the guidelines for conducting training programs and using the modules. A series of four IMI modules will be made available in a CD-ROM format. Tentative descriptive titles include: (a) identifying and adapting content for IMI; (b) using the tools of development for IMI instruction; (c) implementing, monitoring, and evaluating IMI in the inclusive classroom (a practicum sequence); and (d) teaching students to be IMI developers. Each IMI module will be developed through a 12-step instructional program development process, which will include several stages of formative evaluation and field testing, as well as a final summative field test evaluation. Through the field test activities, direct training will be provided to approximately 50 graduate students from the target audiences during the project s three years. Beginning in the second year of the project, the training program will be provided on a regular academic cycle by faculty at Valdosta State University, through both on-campus classes and, as appropriate, through off-campus continuing education. Following the completion of the project, the instructional modules will be made available to the public through commercial and/or university distribution.

Grant Number: H029K50182

Project COMP-CARE: Preparing Personnel to Create Competent and Caring Early Childhood Environments Responsive To Diversity In Children And Families

Project Director: MARY BOLTON-KOPPENHAVER

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF NEW MEXICO
MESA VISTA HALL 3006
ALBUQUERQUE, NM 87131
(505)217-5018

Purpose: Project COMP-CARE addresses the need to prepare early childhood service providers to respond competently and with care to the increasing range of sociocultural and linguistic diversity present in the children and families they serve. Three limitations continue to present significant challenges to meeting this need: * Limited user acceptance many early childhood service providers find the content and format of existing professional development materials less than responsive in relation to their own needs, sociocultural experiences and identities; * Limited physical accessibility many existing materials are difficult for early childhood service providers to access, especially from rural and remote areas; * Limited quantity there are still relatively few inservice and preservice materials specific to the implications of sociocultural and linguistic diversity for infants and young children with restricted abilities to respond optimally to learning environments because of various factors (e.g., disability, delay, biological, or environmental risk, trauma, neglect). This project addresses these limitations through two objectives. One focuses on the development of multimedia inservice and preservice materials specific to the needs of early childhood providers serving culturally/linguistically diverse children with disabilities or at-risk conditions and their families. The second focuses on increasing access to, and use of, both these new materials and other existing materials. More specifically, six modules for inservice or preservice use will be developed: * Introduction to cultural/linguistic diversity and its implications for early childhood; * Anchored understanding of diversity; * Cultural/linguistic mediation; * Applications to assessment; * Applications to intervention; and * Guide to selected resources. Each module will include written materials, professionally produced videotapes, interactive computer materials, and extensive use of case studies. Modules will be designed for both independent use and use in small groups with a presenter. Project COMP-CARE will initially impact directly on approximately 20 providers during the Year 2 pilot test of materials, and an additional 110 to 130 providers will be affected indirectly at the pilot sites. Dissemination and a second pilot site in Year 3 will significantly extend that impact.

Grant Number: H029K50189

Towards Effective Supervision & Utilization of Paraprofessionals by Teachers: Development & Evaluation of a Video-Assisted Training Program

Project Director: SALZBERG, CHARLES

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UTAH STATE UNIVERSITY
DEPT SPECIAL ED
LOGAN, UT 84322
(801)797-3234

Purpose: Little inservice or preservice training is devoted to teachers' effective interactions with and utilization of paraprofessionals. Yet para-educators occupy strategic roles related to the National Education Goals. Although teachers need comprehensive training in effective supervision, utilization, evaluation, and management of para-educators, only a few training programs exist. Moreover, no program has directly used video and multimedia technology to portray issues that arise in supervision, communication, and evaluation of para-educators. Video-assisted training would provide opportunities for special and general education teachers to participate in simulations of potential problems, identify alternatives, and offer solutions. This project will develop, evaluate, and disseminate a video-assisted training program targeted toward training teachers to effectively supervise, utilize, and communicate with para-educators. The program will focus on important, but often neglected, skills for teachers, such as goal setting with para-educators, maximizing their strengths, promoting their skills, problem-solving, negotiating, and ensuring accountability. The flexible training program will be adapted to a preservice-level university teacher training course, to a series of inservice training sessions for teachers in the field, and to interactive distance-based education formats. Video will (a) illustrate communication problems that result in supervision problems (e.g., misinterpretation, disagreement, imposition of authority); (b) allow teacher trainees to brainstorm possible solutions; (c) view different ways to solve supervision problems; (d) view correct and incorrect ways to deal with supervision problems; and (e) discuss other potential solutions. The work of the project will proceed according to these goals: Goal 1: Conduct foundation research to identify training topics to be addressed by the program. The staff will survey 200 to 240 special education teachers nationwide to identify supervision issues and targeted skills. They will also correspond with two project consultants and eight project advisory board members (selected for their expertise in supervision) to discuss survey results and establish a final listing of training topics. Goals 2 and 3: Evaluate the components of the training program, both locally and nationally, and make necessary refinements. Approximately 185 to 265 teachers will receive training at the inservice or preservice level while evaluating this program. Goal 4: Disseminate the program. The final package will include a 200-300 page manual and one two-sided videodisc (or a series of videotapes). The training program will be priced to cover expenses estimated at $150 to $200 (VHS version) and $250 to $350 (videodisc version). This package will be made available to teacher training programs and school districts across the United States.

***Grant Number:* H029K50195**

Perspectives: Charting a New Course for Assessment

Project Director: DOMINGUEZ, MEARE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF NEW MEXICO
COLLEGE EDUCATION
1634 UNIVERSITY BLVD, NE
ALBUQUERQUE, NM 87131
(505)843-2941

Purpose: This project will develop, implement, and evaluate a training course for early intervention personnel from multiple disciplines that introduces a new model of assessment. The concept of the project responds to the national need for new ways of thinking about and conducting assessments with families of young children who are at risk for, or have, developmental disabilities/delays and who are from diverse backgrounds. Course materials will be applicable to both preservice and inservice training. The project's approach to assessment is unique in that: * Early intervention personnel from multiple disciplines will learn to address key assessment questions from the shared perspective of an integrated model for understanding a child's performance; * These disciplines will examine that understanding within the context of the child's family, environment, and culture; * Training will emphasize the needs and issues of real children and families through case study methodology and practica; * Trainees will receive specific training on the application of the new model within public schools and community early intervention, Head Start, and preschool programs to encourage adoption and promote systems change; and * Family members will participate as co-trainers to support trainees during practica. "Perspectives" integrates key information from multiple fields into a single, shared framework for filtering assessment information through the uniqueness of each child and family. The project will identify underlying factors which both support and compromise children's performance, rather than emphasizing normative data that focuses on deficits. This approach to assessment has been field tested successfully by the University of New Mexico's Training and Technical Assistance Unit for the past four years. Requests for training have far exceeded the Unit's ability to respond within New Mexico or nationally. Through this project, the assessment model will be presented through a graduate course and will be disseminated nationally through several networks for training, such as the regional resource centers, NEC*TAS, and professional conferences. The project is a joint effort of the University of New Mexico's Training and Technical Assistance Unit, Health Sciences Center, and College of Education. During Year 1, the assessment content will be developed in segments. Each segment will be field tested in existing preservice graduate courses and through the ongoing statewide inservice training program. During Year 2, field testing will continue, with the entire course offered at the graduate level through the College of Education and made available to other departments that train students under Part H and Part B of the Individuals with Disabilities Education Act. During Year 3, the course materials and training process will be disseminated through an inservice course offered to college and university faculty and through national dissemination networks.

Grant Number: **H029K50208**

PEER Project—Parents Engaged in Education Reform—Tools 2000 and Children with Disabilities

Project Director: Romana, Carolyn

Beginning Date: May 31, 1995
Ending Date: Jun 30, 1998

Federation for Children with Special Needs
Boston, MA

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: **H029K60017**

The Paraeducation Communication Training System

Project Director: Jeppson, M. K.

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

Utah State University
SKI-HI Institute
Old Main
Logan, UT 84321
(801)797-1227

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: **H029K60023**

Right from the Start: Partners in Education

Project Director: Rosenkoetter, Sharon

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

Associated Colleges of Central Kansas
Dept. Of Special Education
105 East Kansas Ave.
McPherson, KS 67460
(316)241-7754

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early interven-

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tion; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60032

Project UTEM-2: Unified Teacher Enhancement Model

Project Director: Thorp, Eva

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

George Mason University
Center for Human Disabilities
4400 University Dr.
Fairfax, VA 22030
(703)993-2035

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60060

Family Consultant Training The FCT Program

Project Director: Bunse, Carol

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

Western Oregon State College
Teaching Research Div. 345 N. Monmout
Monmouth, OR

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

***Grant Number:* H029K60062**

Teaching Cases for Special Education Teacher Preparation

Project Director: Epanchin, Betty

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of South Florida
Dept. Of Special Education
4202 E. Fowler Ave.
Tampa, FL 33620
(813)974-4717

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

***Grant Number:* H029K60069**

An Early Intervention Training Curriculum on Parent-Child Relationships

Project Director: Pianta, Robert

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

University of Virginia
Curry School & Medical School
173 Ruffner Hall
Charlottesville, VA 22903
(804)983-5483

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60081

Project RIME: Providing Early Elementary and Special Education Teachers with Preparation in Reading Instructional Methods of Efficacy

Project Director: Bos, Candace

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 1999

University of Arizona
Dept. Of Special Education and Rehabilitation
Tucson, AZ 85721
(520)621-0938

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60091

Project MEET: Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children with Severe Communication and Multiple Disabilities

Project Director: Brown, Diane

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

American Speech Language Hearing Association
Professional Practice
10801 Rockville Pike
Rockville, MD 20852
(301)897-5700

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60102

Project TRIAD: Relationships as the Foundation of Early Intervention Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel

Project Director: McCollum, Jeanette

Beginning Date: Aug 21, 1996
Ending Date: Aug 20, 1999

University of Illinois
College of Education
109 Coble Hall, 801 S. Wright St.
Champaign, IL 61820
(217)333-0260

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60111

Supporting Change and Reform in Interprofessional Preservice Training (SCRIPT)

Project Director: Winton, Pamela

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of North Carolina
Frank Porter Graham Child Development
Chapel Hill, NC 27599
(919)966-7180

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K60149

Professionals Ready for Educational Partnerships

Project Director: Welch, Marshall

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Utah Salt Lake City
Dept. of Special Education
1471 Federal Way
Salt Lake City, UT 84102
(801)581-6019

Purpose: The Professionals Ready for Educational Partnerships (PREP) Project will provide inservice training to teachers to demonstrate the utility and flexibility of innovative instructional materials in traditional preservice settings and in non-traditional settings such as off-campus/distance education sites, school district staff development in urban and rural settings.

Method: The PREP Project will use innovative forms of technology to promote strategies for educational partnerships at several levels: classroom, school-wide, home-school, and school-community. The project will produce a series of video presentations and facilitator-led activities to provide competencies associated with educational partnerships. The project will also use interactive multi-media support through a CD-ROM package which provides tutorials and assessment instruments to assess participants progress. After developing the training materials, the project will evaluate outcomes and disseminate the materials and training methods.

Grant Number: H029K60162

Reforming Continuing Professional Development: A Modular Approach

Project Director: Ferguson, Dianne

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Oregon
170 College of Education
Eugene, OR 97403
(541)346-2803

Purpose: This project is one of a group of projects funded to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Grant Number: H029K70003

Development of an Intelligent Learning Environment for Training of Clinical Audiology Students

Project Director: Tharpe, Anne Marie

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Vanderbilt University School of Medicine
Division of Hearing & Speech Science
Vanderbilt University
Nashville, TN 37232-8700
(615)340-8273

Purpose: This project proposes to complete development of an intelligent learning environment employing artificial intelligence technology for instruction delivery and interaction with students to assist in the clinical training of audiology students. Pediatric audiologists are particularly in need of training programs to help them expediently identify hearing impairment in young children and enroll them in educational programs when it is most advantageous.

Method: The project will provide a problem-based learning curriculum for pediatric auditory assessment, allowing for students to be exposed to a wide range of clinical cases. This program will give access not just to those students located in training programs that are affiliated with large clinical practices but also students who are in rural or remote areas. Through new technologies, which break the isolation of the remote classroom, these students will be able to gain access to a variety of interesting and complex cases.

Grant Number: H029K70025

Project DISCUSS (Developing Interdisciplinary Teams in Schools and Communities to Utilize Successful School Strategies)

Project Director: McClain, Cate

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of New Mexico Health Sciences Center
Center for Development and Disability
915 Camino de Salud
Albuquerque, NM 87131
(505)272-3000

Purpose: Project DISCUSS (Developing Interdisciplinary Teams in Schools and Communities to Utilize Successful School Strategies) proposes to develop, implement, evaluate, and disseminate an innovative new personnel training model for regular educators, special educators, parents, and related services personnel in the process of individualizing educational programs for children with autism. The model includes an 8-week course followed by a 1-week intensive practicum institute. An on-line Internet system will be used for participants to access resources and to participate in inquiry-based conferences.

Method: Teams will be recruited in collaboration with local education liaisons and will be trained using problem-based learning methodology. Teams will include a family member, regular educator, special educator, and other related services personnel. Curriculum will address behavioral and educational issues pertinent to children with autism. It is anticipated that 70-90 professionals and family members at three sites in New Mexico will participate in the training model. Participants are expected to increase their knowledge about the learning styles and behavior of children with autism and to improve their understanding of the importance of interdisciplinary teaming. A problem-based curriculum, training manual, and video will be developed to support sites wishing to replicate this training model.

Grant Number: **H029K70035**

Referring and Working with Children with Disabilities: An Inservice Video Curriculum for Child Welfare and Related Personnel

Project Director: Pokorni, Judith

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Georgetown University
Child Development Center
3307 M Street, NW, Suite 401
Washington, DC 20007
(202)687-8635

Purpose: The purpose of this project is the development and use of an effective inservice program designed to provide child welfare personnel with information regarding disabilities such as pervasive developmental delay and autism, neurologic impairments, attention deficit disorder, physical disabilities, and emotional disorders. The program will also provide participants with the ability to take appropriate steps to assure the timely referral of children for evaluation, and when warranted, to effectively work with agencies serving young children with disabilities. It will address the impact of disabilities on families and strategies for improving the family's ability to respond to a child's special needs.

Method: The curriculum will consist of both video and written materials designed to be used in formal training sessions as well as by individuals. The major target audiences for the curriculum are child welfare intake specialists who respond to the initial and ongoing reports of child abuse and neglect, family preservation workers who work intensively with families, and foster care and adoption workers who provide support to families assuming the care of children within the child welfare system. Interdisciplinary training will be conducted in urban and rural settings and will include child welfare personnel as well as individuals working specifically in the area of developmental disabilities, such as special education staff, mental health professionals, and early intervention teams. The project will result in an inservice curriculum including a printed manual and video learning segments that will be available at low cost for use by public and private sector social service agencies and in preservice training in schools of social work.

Grant Number: H029K70048

Sharing Ideas about Teaching Effectively: Preparing Effective and Collaborative Teachers of Students with Disabilities

Project Director: Campbell, Pamela

Beginning Date: Sep 28, 1997
Ending Date: Sep 27, 2000

University of Connecticut
School of Education
249 Glenbrook Road, U-64
Storrs, CT 06269-2064
(860)486-0200

Purpose: The goal of this project is to improve the preparation of personnel to educate children and youth with disabilities through the development and dissemination of a database of tactics for Sharing Ideas about Teaching Effectively (SITE).

Method: The project will develop a database of effective teaching tactics for teachers of students with disabilities in general education classrooms; implement a process for ongoing communication and collaboration among teachers of students with disabilities; evaluate the effectiveness of the project in promoting the adoption of these practices; and disseminate project materials, processes, and data so that the project can be replicated nationally. The computerized database of information and teaching tactics will be based on the content of university courses and school-based clinic experiences and will be organized according to grade content and type of learning need.

Grant Number: H029K70052

Supporting Young Children through Collaboration: An Inservice Approach

Project Director: Beckman, Paula

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Maryland at College Park
Office of Research Administ
Room 2100 Lee Building
College Park, MD 20742
(301)405-6492

Purpose: This project is designed to provide inservice training to promote increased collaboration among those who work with young children with special needs. Intensive and sustained inservice training will be provided to promote collaboration between special education, regular education, related services personnel, and families.

Method: Project personnel will meet with administrators of various programs and agencies who provide services to young children with disabilities to discuss the specific needs of their program or agency with respect to improved collaboration and to identify potential teams who will be invited to participate in the inservice training. Teams will receive support to attend a two-week summer institute focused on collaboration strategies. Dissemination of the results of this project will be achieved at a state and national level through the development of a series of training modules that specify an approach to collaboration which can be used by teams from schools and other organizations that provide services for young children with disabilities.

Grant Number: H029K70071

Project Na'nitin (To Learn)

Project Director: Allison, Sherry

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of New Mexico Health Sciences Center
Center for Develop
915 Camino del Salud
Albuquerque, NM 87131-5020
(505)272-0388

Purpose: The primary goal of Project Na'nitin (To Learn) is to maximize the knowledge and skills of Navajo paraprofessionals to work more effectively with children with special needs and their family members.

Method: The project will conduct research in the areas of intervention techniques and traditional Navajo beliefs and treatments; develop culturally relevant and linguistically appropriate modules on intervention techniques and methods for Navajo paraprofessionals to use with Navajo children and families; provide inservice training activities for Navajo-speaking paraprofessionals and parents; and disseminate the training modules and products at local, state, and national levels. The training modules will include reference and resource materials, case studies, hands-on activities, and visual support materials wherein Western techniques and methods will be merged with Navajo beliefs and practices.

Grant Number: H029K70081

Comprehensive Positive Behavior Support Approach

Project Director: Sugai, George

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Oregon
College of Education
5219 University of Oregon
Eugene, OR 97403-5219
(541)346-1642

Purpose: The purpose of the Comprehensive Positive Behavior Support (CPBS) Project is to train personnel to function effectively and efficiently within the structures and processes needed to support all students who present severe behavior challenges, especially those students whose behaviors disrupt the general education environment and who are frequently excluded from regular education settings. The project intends to provide regular and special educators with a team-based inservice and preservice approach to personnel preparation that will emphasize opportunities for increasing educators' educational, behavioral, and organizational capacity to meet the needs of all children with serious behavioral challenges.

Method: Over the three years of this project, nine to fifteen preservice teachers will receive specialized training in comprehensive behavior support, resulting in certification or an advanced graduate degree from the University of Oregon. During this period, the knowledge and skills of up to 300 inservice personnel will be enhanced in the provision of behavior support for students who present severe behavior challenges.

Grant Number: **H029K70088**

Teacher and Paraprofessional Teams: Strategies for Building Them and Sustaining Them

Project Director: Pickett, Anna Lou

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 1999

City University of New York Research Foundation
Graduate School &
City University of New York
New York, NY 10036
(212)642-2948

Purpose: This project, working under the guidance of an advisory panel representing a cross section of SEA, LEA, and IHE personnel and other stakeholders, will provide leadership and break new ground in the arena of personnel preparation. Project outcomes will provide policymakers and practitioners with information they can build on to improve the contributions that paraeducators make to the quality of education and related services for students with disabilities.

Method: Project goals are to develop model standards for paraeducator roles, supervision, and preparation; parameters for appropriate paraeducator responsibilities; prototypes for comprehensive systems of paraeducator training and professional development; and a model paraeducator credentialing system with components that recognize distinctions in roles and a hierarchy of skills and knowledge required for different levels of positions. The project will produce a report on the project results that includes these guidelines, standards, and models, and will disseminate it to state departments of education and other audiences who can benefit from the methods.

Grant Number: **H029K70089**

Virtual Resource Center in Behavioral Disorders

Project Director: Fitzgerald, Gail

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Missouri
Office of Sponsored Program Administration
310 Jesse Hall
Columbia, MO 65211
(573)882-0566

Purpose: This project will develop personnel preparation training materials in behavioral disorders utilizing interactive multimedia and telecommunications technologies to be used in preservice and inservice education programs to enhance problem solving abilities of teachers and other service providers. The project is a collaborative effort between faculty of the University of Missouri-Columbia and Arkansas State University.

Method: The project will produce a compact disk and accompanying software concerning behavioral disorders. The programs will include instruction and management, assessment and planning, classroom observation practice, and perspectives. Training support will be provided via the Internet using listserv discussion groups, chat groups, virtual conferences, and a Web site including materials, findings, resource links, and teacher home pages.

***Grant Number:* H029K70090**

Up to PAR: The Implementation and Maintenance of Comprehensive, School-Wide Discipline Programs for All Students

Project Director: Rosenberg, Michael

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Johns Hopkins University
Department of Special Education
Room 100, Whitehead Hall
Baltimore, MD 21218
(410)516-8275

Purpose: The project is designed to deliver on-site, school-based, inservice training in a process-based model that promotes school-wide discipline in inclusive schools; to provide an ongoing, user-friendly, technologically enhanced system of support for maintenance of the project's behavior management procedures; and to disseminate the procedures and outcomes to a broader segment of the educational community.

Method: The project will build on several years of successful work in training inservice personnel in school-wide behavior management. School-based training will be delivered in 12 local schools that have implemented an inclusive service delivery model and that have experienced conduct that impedes the learning of all students in the class. The training will lead to the development of a comprehensive school-wide behavior management plan for all students. User-friendly, technologically enhanced supports will help ensure the maintenance of the plan and provide additional training and support. The methods will be developed into a manual with an accompanying CD-ROM as well as being presented on a Web site.

Grant Number: **H029K70100**

Accommodating Challenges: Training for Inclusion-Oriented Needs

Project Director: Gettinger, Maribeth

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Wisconsin System
Waisman Center on Mental Retardatio
750 University Ave.
Madison, WI 53706
(608)265-3474

Purpose: The goal of the ACTION Project is to develop, evaluate, and disseminate a preservice and in-service training program to increase competence among regular and special educators and related services personnel to address challenging behaviors of young children with disabilities in inclusive classrooms.

Method: The ACTION Project targets four specific competency domains: 1) conducting a functional analysis of challenging behaviors, engaging in performance monitoring, and planning empirically validated interventions for classroom and home settings to support inclusion; 2) functioning collaboratively as members of interdisciplinary teams; 3) building family-professional partnerships; and 4) facilitating inclusion of children from ethnic minorities and children from economically disadvantaged families. The project intends to develop a comprehensive and integrated training curriculum that targets four domains of knowledge and skills necessary for successful inclusion of young children with disabilities who exhibit challenging behaviors, and it will disseminate the ACTION training program on a statewide, regional, and national basis through diverse outlets and training media.

Grant Number: **H029K70103**

Stepping In: Building Inclusion Teams that Promote Success

Project Director: Doll, Elizabeth

Beginning Date: Jan 1, 1997
Ending Date: Jul 31, 2000

University of Colorado
Sponsored Programs
University of Colorado at Denver
Denver, CO 80217-3364
(303)620-4589

Purpose: Through a year-long residency experience, this project will prepare teams of regular and special educators to recognize the regular education classroom contexts that predict the success of fully included students with disabilities, provide them with tools to foster these contexts, and train them in broad contextualized strategies for solving inclusion problems when they occur.

Method: Multidisciplinary teams of residents will be drawn from several programs at CU-Denver. Residents will work with teams of mentor teachers to create inclusionary classroom contexts that foster high levels of student self-efficacy, create caring and authentic relationships between teachers and their students, promote self-management and self-control among students, support student self-determination, foster effective peer relationships, and strengthen home-school collaboration.

Grant Number: **H029K70113**

Project Case-Link

Project Director: Singer, George H.S.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of California
Graduate School of Education
University of California
Santa Barbara, CA 93106-9490
(805)893-2198

Purpose: This project will develop and pilot a case- and problem-based-learning special education course that brings together trainees from various programs within the University of Santa Barbara. The workshop course will become a national model to develop, test, and disseminate the instructional strategy for preparing preservice and inservice regular and special education teachers to develop the knowledge, attitudes, and team problem-solving skills needed in the current environment of school reform to more successfully implement inclusive education for children with disabilities.

Method: Specifically, the project will design, develop, test, and disseminate two components: a case- and problem-based multi professional training course, and an interactive World Wide Web-based support package that will be capable of supplementing traditional introductory special education courses. The project, assisted by a national consortium of 20 teacher training colleges and universities, is expected to be a national effort with immediate and prominent effects and replication.

Grant Number: **H029K70122**

Project LIGHTS (Language and Intelligence: Grappling with Hard to Teach Students)

Project Director: Westby, Carol

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Wichita State University
College of Education
Wichita State University
Wichita, KS 67260
(316)978-3240

Purpose: The goal of Project LIGHTS (Language and Intelligence: Grappling with Hard to Teach Students) is to enhance the ability of school psychologists and speech-language pathologists to work together to conduct assessments of difficult-to-assess students with cognitive and language impairments and accompanying social-emotional-behavioral difficulties. The purpose of these assessments is to identify what facilitates and what compromises a child's performance and to use the knowledge gained in assessment to develop effective interventions.

Method: Project LIGHTS will develop three interactive CD-ROMs with manuals which will demonstrate strategies for conducting ethnographic interviews with parents and teachers, for assessing difficult to teach students, and for using assessment information to develop intervention plans. The interactive CD-ROMs will be used to educate speech-language pathologists and school psychologists, specifically the following groups: graduate students in their degree programs, professionals attending their state conventions, professionals in rural districts (via interactive television), and other professionals who independently use the CD-ROMs and manuals.

Grant Number: **H029K70124**

TECH FOR TOTS: Assistive Technology for Infants and Young Children

Project Director: Aller, Sonia K.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Children's Hospital Los Angeles
USC University Affiliated Programs
4650 Sunset Blvd., MS#53
Los Angeles, CA 90027
(213)669-2300

Purpose: The purpose of Tech for Tots is to increase the preservice training capacity of university-based personnel preparation programs and the inservice training capacity of state and federal service coordinating agencies, service provider agencies, and University Affiliated Programs nationwide.

Method: The project goal is to produce a disseminable, modular, multidisciplinary curriculum based on developmentally and educationally appropriate practices, which will improve the competencies of all personnel serving infants and young children with assistive technology needs, including occupational therapists, speech and language pathologists, nurses, psychologists, social workers, physicians, service coordinators, family resource specialists, and early intervention specialist personnel. To accomplish this goal, the project will develop, field test, and disseminate a curriculum (instructional material and video tape) comprised of five modules. Formal linkages with various educational entities in California will facilitate adequate testing of the curriculum for preservice and inservice audiences and full statewide impact.

Grant Number: **H029K70125**

Parents in Personnel Preparation: A Statewide Model for Involving Parents in Instructional Roles

Project Director: Mahoney, Gerald

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Children's Hospital Medical Center of Akron
Family Child Learning
One Perkins Square
Akron, OH 44308
(330)633-2055

Purpose: The purpose of this project is to build on several previous efforts in Ohio by developing a statewide model for promoting greater levels of participation in personnel preparation by parents of children with disabilities. The project will focus on developing the following components: parenting skills, access to parents, and faculty receptiveness to parent participation. The project is a cooperative effort among hospitals and educational institutions.

Method: The model to be developed by the project intends to train and mentor parents to serve as partners with faculty from a variety of disciplines across Ohio and it will provide incentives for higher education faculty to incorporate these parents as partners. A strategic plan will be developed and implemented for leveraging ongoing financial support for parent participation. Materials will be developed to be used by parents serving in instructional roles, and these materials will be disseminated nationally.

Grant Number: **H029K70133**

Cultural Interfacing: Preparation of Personnel to Work with Native Americans

Project Director: Seikel, J. Anthony

Beginning Date: Aug 16, 1997
Ending Date: Aug 15, 2000

Washington State University
Department of Speech & Hearing Science
Washington State
Pullman, WA 99164-2420
(509)335-0111

Purpose: This project addresses the shortage of qualified individuals to provide speech, language, and hearing services to Native Americans by recruiting qualified Native American students committed to serving the Native American population and by preparing these students to take on service and leadership roles.

Method: Through an innovative clinical delivery model that provides an extension of Native American culture into the academic setting, Native American and non-Native American students will work as members and leaders of cross-disciplinary, multicultural teams. The project establishes a critical mass of Native American students within the department from which students derive psychosocial support that acknowledges this community-focused element of the culture and which is extended through professional mentorship and academic instruction. The project will support a total of 12 Native American students, six of whom are expected to receive bachelor's degrees and five of whom are projected to receive master's degrees. The project will develop a series of three interactive multimedia units in compact disk format to be distributed broadly.

Grant Number: H029K70187

Enhancing the Skills of Inclusion and Special Education Teachers Working with Students Who Display Challenging Behaviors

Project Director: Morgan, Robert L.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Utah State University
Dept. of Special Education and Rehabilitatio
Logan, UT 84322-2865
(801)797-3251

Purpose: This project proposes to develop, evaluate, and disseminate an interactive training program for elementary and middle school level inclusion and special education teachers targeting classroom behavior management skills. It will provide preservice and inservice teachers with opportunities to make decisions and practice behavior management skills while working at a computer terminal using a CD-ROM-based program.

Method: Motion video on the CD-ROM will depict common behavior management problems, provide teachers with decisions to be made, and allow them to branch to probable outcomes based on their decisions. The video program will be accompanied by a manual providing practical information on behavior management and instructional adaptation strategies. The project will be disseminated nationwide using the resources available at Utah State University and will be marketed to both special and regular educators working in inclusive classrooms with students who exhibit challenging behaviors.

Grant Number: H029K73002

An Academy: Linking Teacher Education to Advances in Research

Project Director: Meyen, Edward

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Kansas
Center for Research on Learning
3061 Dole Bldg..
Lawrence, KS 66045
(913)864-4954

Purpose: The purpose of this project is to improve instruction by infusing research-based interventions into the teacher education curriculum and making them available to practicing teachers.

Method: Researchers and teachers from across the country will help select research to be translated into instructional modules which will be developed in print and electronic media. The instructional programs on research-based interventions will be designed to assist faculty members in moving from their current teaching styles to methodologies that are more performance-based, tied to the realities of the classroom, and use emerging technologies. A common thread of this project is the use of technology to enhance collaboration among faculty, teachers, students in training, and the research community.

Grant Number: H029K73005

Developing a National Plan for Training Personnel to Serve Blind and Low-Vision Children

Project Director: Mason, Christine

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1999

Council for Exceptional Children
Research and Development Program
1920 Association Drive
Reston, VA 20191-1589
(703)264-9431

Purpose: This project intends to conduct a national needs assessment and develop a strategic plan to improve services for students who are blind or have low vision.

Method: This project will work with a national advisory board and other key stakeholders to reach consensus regarding national needs and means for solving problems in the recruitment and preparation of personnel for teaching students who are blind or have low vision. The project will employ a variety of methodologies to acnieve its goals, including national surveys of teachers and field-based specialists, phone surveys, focus groups, literature reviews, and a strategic planning session with follow-up consensus-building activities.

Competition 84.029L:
Preparation of Educational Interpreters

Grant Number: H029L30005

Training of Educational Interpreters for Minority-Deaf Children in Texas and Louisiana

Project Director: MARTIN, GABRIEL

Beginning Date: Aug 16, 1993
Ending Date: Aug 15, 1998

LAMAR UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS
PO BOX 10076, LAMAR STATION
BEAUMONT, TX 77710
(409)880-8170

Purpose: This project is one of a group of projects funded to provide preservice training of educational interpreters for children with hearing impairments, including deafness. Support is limited to projects that demonstrate recruitment strategies, specifically adapted curricula, and incentives designed to increase the probability of program graduates' functioning productively in instructional settings.

Grant Number: H029L40004

Educational Interpreters Preparation Project

Project Director: GUILFORD, ARTHUR

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

UNIVERSITY OF SOUTH FLORIDA
4202 E FOWLER AVE
TAMPA, FL 33620
(813)974-2006

Purpose: This project has been cooperatively developed between community colleges that currently offer Associate degrees in Interpreter training, and the University of South Florida, which proposes to implement a bachelor's level Educational Interpreter Training degree program. This project has the following goals: * To provide incentives for the recruitment of participants, including: tuition stipends; delivery of prerequisite and required coursework; practica placements on campus and off campus in public schools and agencies in urban and rural settings; and job placement assistance; * To provide prerequisite and required course modules, with adaptations to meet the needs of working interpreters with Associate of Arts degrees and to respond to the schedules of school personnel in both rural and urban settings; and * To increase participation of African American and Hispanic trainees. In addition to the development of a strong Educational Interpreting curriculum, this project has capitalized on already strong departmental course offerings through the Department of Communication Sciences and Disorders at the University of South Florida. This plan is based on the principle that qualified interpreters for the deaf and hard of hearing must possess a broad and sufficient educational background and knowledge of signs and codes to interpret effectively for children who are developing their knowledge base and language skills. Therefore, the Educational Interpreting Program will incorporate coursework in Education, Interpretation for the Deaf, Communication Sciences and Disorders, and the Liberal Arts. The project incorporates three tracks for recruiting, training, and retention. * Track 1 is designed for the student with an Associate of Arts degree in Interpretation for the Deaf from a recognized community college or junior college. * Track 2 is designed for the student with an Associate of Arts degree from a recognized community or junior college, but who does not have a concentration in Interpretation of the Deaf. * Track 3 is designed for the student who has completed 60 hours at a four-year baccalaureate granting institution. Students entering the Educational Interpreting Program from Tracks 2 or 3 will have to present evidence of satisfactory completion of courses or proficiency in American Sign Language.

Grant Number: **H029L40011**

Educational Interpreters Preparation Project

Project Director: Taff-Watson, Myra

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

UNIVERSITY OF ARKANSAS
LITTLE ROCK, AR 72204

Purpose: The University of Arkansas-Little Rock Interpreter Training/Education Program (TIP) has a successful history in provision of preserve and inservice interpreter education and training, both institutionally and under grants from the Rehabilitative Services Administration and the Office of Special Education Programs. The current project will enable the University to meet the guidelines recommended by the National Task Force on Educational Interpreting and to: * Offer the revised Associate of Arts degree in Interpretation, American Sign Language/English, with a new emphasis on educational interpreting; * Seek options for implementation of a baccalaureate degree in Interpretation, ASL/English, with an emphasis on educational interpreting; * Sponsor 50 full-time degree traineeships to increase the number of new qualified educational interpreters; * Sponsor 100 traineeships for educational interpreters during specialized summer institutes conveying competency-based modules to upgrade their skills for certification requirements by developing their core of knowledge in deafness, education, and interpreting; and * Train, or upgrade the knowledge of, 100 general education teachers and related personnel who work with students who are deaf, deaf-blind, or hard of hearing, regarding the role of educational interpreters. This project works closely with school districts, the State Department of Education/Special Education; the Arkansas School for the Deaf; the Research and Training Center; rehabilitation agencies; and related education, consumer, community, and parent resources in identifying and meeting needs for educational interpreter training.

Grant Number: **H029L40013**

Educational Interpreters Preparation Project

Project Director: KRAMIS, JOANNE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

CUNY
79 5TH AVE
NEW YORK, NY 10003

Purpose: The LaGuardia/Lehman Educational Interpreter Preparation Program is a joint effort between these two institutions. The program is structured in an articulated format. A two-year Associate of Arts degree in Deaf Studies will be offered at LaGuardia, and a bachelor's degree in Interpreting with a minor in Interpreting in Educational Settings, and a Master's option, will be offered at Lehman College. The Associate of Arts program in Deaf Studies at LaGuardia Community College will provide a program of instruction that will expose students to a variety of communication modes used by deaf and hard-of-hearing students, develop fluency in Sign Language, and develop an understanding of the special needs of deaf and hard-of-hearing individuals and of the deaf community at large. Students completing the en-route

A.A. degree will be prepared to transfer into the B.A. program at Lehman. In addition, if they so choose, they will be qualified to work as paraprofessionals with the deaf population. The Lehman College bachelor's program in Interpreting, with a minor in Interpreting in Educational Settings, will provide the philosophical perspectives, sociolinguistic and psycholinguistic information, understanding of the interpreting process, and comprehensive skills necessary for entry into the field of interpreting in the educational setting. Recruitment efforts will focus on individuals currently working with the deaf population and/or others interested in language, culture, and communication who demonstrate adequate knowledge of the deaf community and proficiency in using Sign Language, as well as graduates of A.A. programs in Sign Language or Deaf Studies. Special efforts are included to attract students from ethnic and racial minority groups, individuals with disabilities, and others who are traditionally under-represented on many college campuses. The master's option, offered at Lehman College, will provide students with more in-depth study in interpreting in the educational setting, and will require additional coursework, such as self-generated research. Recruiting into this program will emphasize individuals currently working with the deaf population who already have B.A. degrees, specifically experienced interpreters who seek to upgrade their skills and broaden their knowledge of the educational setting.

Grant Number: **H029L50005**

Educational Interpreters Preparation Project

Project Director: JOHN FREEBURG

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

WESTERN OREGON STATE COLLEGE
MONMOUTH, OR 97361

Purpose: The Summer Interpreter Education Program (SIEP) is a model for the delivery of educational interpreter training that is effective in increasing the number of qualified classroom interpreters in rural school districts. Federal funds will make it possible to (a) continue the proven components of this training sequence, (b) add a distance learning emphasis, and (c) fully offer the program to the remaining states of Region X (Alaska, Idaho, and Washington). Since 1974, Western Oregon State College has offered programs for the preparation of sign language interpreters for employment in education and rehabilitation settings. The College's Regional Resource Center on Deafness maintains a four-state inservice training program for currently employed interpreters (the Interpreter Education Center) and a preservice program that offers a bachelor of science degree with a specialty in American Sign Language/English Interpretation. In spite of the success of these and other interpreter training programs in Region X, a well-documented shortage of qualified educational interpreters continues in rural school districts. The lack of these specialists in rural areas appears to be related to: * The absence of a local preservice interpreter education program; * The absence of a lead staff interpreter who is trained to provide mentoring, ongoing evaluation, and support; and * The lack of regularly offered, high quality sign language classes to ensure that local individuals acquire sign language proficiency levels necessary to enter interpreter education, either at the inservice, certificate, or degree level. The Summer Interpreter Education Program is designed to assist in relieving these problems in rural communities. The first SIEP objective is to offer educational opportunities for advanced sign language students and beginning-level interpreters who wish to continue their development toward becoming classroom interpreters. Recruitment and publicity strategies focus on rural participants. The second objective is to prepare lead interpreters to become interpreter resource specialists and mentors. These selected staff members are trained to offer individualized evaluation, training, and support to staff interpreters in their respective school districts throughout the school year. The third objective seeks to increase the number of individuals in rural areas whose level of basic sign communication is sufficient to qualify them for participation in interpreter preparation, either inservice or preservice. To accomplish this, the SIEP program staff will promote growth in the number of rural sites where American Sign Language is offered and will also offer advanced training in sign language pedagogy for currently employed sign language educators. In areas where sign language is not currently taught, individuals will be recruited primarily from the local deaf community to participate in sign language teacher education. Currently, all course work is offered during summers on campus through the Office of Continuing Education and Summer Programs. Individual classes are conducted in one, two, and three-week modules. Credit received may be applied to certificate or degree interpreter education programs. New program expansion activities include the design of a distance delivery component which will reach a greater number of rural and isolated classroom interpreters.

Grant Number: **H029L50006**

Educational Interpreters Preparation Project

Project Director: SHROYER, EDGAR

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF NORTH CAROLINA
310 CURRY BLDG.
GREENSBORO, NC 27412
(910)334-5939

Purpose: This project will prepare educational interpreters/transliterators to meet the needs of children with hearing impairments from culturally and linguistically diverse backgrounds who attend public schools. It addresses needs of children from preschool through secondary public school levels, but highlights children with hearing impairments in public elementary schools. It focuses on the following concerns regarding interpreting and transliterating for children with hearing impairments in public schools: * The critical shortage of qualified educational interpreters and transliterators; * The need for training educational interpreters and transliterators to possess a range of skills and knowledge to assist children with hearing impairments in inclusive settings; * The need for educational interpreters/transliterators to possess the skills and knowledge of several different communication modes; * The need for educational interpreters/transliterators to be sensitive to cultural and linguistic differences among children with hearing impairments; * The need for educational interpreters/transliterators to be knowledgeable about multiple disabling factors, such as deafness and blindness; and * The need to upgrade the skills of existing educational interpreters/transliterators. The emphasis of most two-year interpreter training programs is on generic interpreting for deaf adults in a variety of settings. Thus, interpreters from these programs do not have the range of skills and knowledge identified by the Commission on Education of the Deaf as needed by educational interpreters (e.g., tutoring skills, fluency in at least two languages, appreciation of different cultures, content knowledge, knowledge of language acquisition and cognitive development, program evaluation, and consultation). This personnel training project will be built on a framework that recognizes the unique characteristics of the population to be served.

Grant Number: **H029L50008**

Training Educational Interpreters: A Minnesota Interpreter Services Upgrading/Training Project for Educational Interpreters

Project Director: OLSON, RAYMOND

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

ST PAUL TECHNICAL COLLEGE
DIV DEAF ED
235 MARSHALL AVE
ST PAUL, MN 55102
(612)221-1327

Purpose: In Minnesota, only 6 of 326 educational interpreters have certification through the Registry of Interpreters for the Deaf (RID). This project will train and upgrade the skills of educational interpreters so that, within three years, 100 educational interpreters will have RID or NAD certification. To accomplish this goal, the project will develop and deliver a series of classes and workshops to upgrade or enhance interpreters' skills in the educational setting. These classes and workshops will focus on areas of skill that relate to specific areas of school instruction, evaluation, demonstrations, extracurricular activities, IEP staffings, and parent-teacher conferences. Particular training will be conducted to enhance the sign-to-voice skills of practicing interpreters. The project will network through eight Regional Service Centers for Deaf and Hard of Hearing to conduct area classes, workshops, special inservice training, and mock review camps for certification. These centers already serve deaf and hearing-impaired adults and provide a natural contact for educational interpreters. During the first year of the grant, staff will survey needs, establish the process for providing instruction, begin class offerings, and complete the network contacts with deaf adults and interpreters in the educational setting. Saint Paul Technical College serves as the administrative agency for the project, with assistance and cooperation through the Minnesota Department of Education, Minnesota Department of Human Services, the Commission Serving Deaf and Hard of Hearing, the Education Cooperative Service Units of Minnesota, the Minnesota Foundation for Better Hearing and Speech, and local education agencies or individual school districts within Minnesota.

Grant Number: **H029L50010**

Educational Interpreters Preparation Project

Project Director: SPENCER, STEVE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF GUAM
UOG STATION
MANGILAO, GU 98923
(671)734-9309

Purpose: In the Western Pacific Region, there is a crisis in the education of students with deafness due to the total lack of formally trained educational interpreters. There is also a critical need to provide training to general education teachers to increase their ability to work with students with hearing impairments and deafness, including the ability to work with educational interpreters. The political entities of the Territory of Guam, the Commonwealth of the Northern Marianas Islands (CNMI), the Federated States of Micronesia (FSM), the Republic of Palau (ROP), and the Republic of the Marshall Islands (ROM) have joined in this project to support the creation of an educational interpreter training program to meet these critical personnel shortages. This regional project is coordinated by the University of Guam in conjunction with Guam Community College. The goal is to develop and implement a 74-76 semester hour Associate of Science degree program specializing in educational interpreting to be offered through Guam Community College. This program will offer three levels of certification. The training program is being developed in cooperation with the Front Range Community College Interpreter Preparation Program in Colorado, which is a fully accredited training program for interpreters. Course modifications have been made to meet specific regional and cultural needs, including the creation of videotaped training modules that will be used for site-specific training scheduled for each remote jurisdiction. Six-week intensive summer training institutes will be held on Guam over three summers. Modular courses will be delivered in each jurisdiction during the fall and spring semesters of the second and third years of the project. In addition, one inservice course, designed to build the capacity of regular education teachers to work with educational interpreters and students with hearing impairments and deafness, will be offered on Guam and replicated in each jurisdiction during the grant period. The approved educational interpreter training will continue to be available through Guam Community College after the conclusion of the federal project, and will also be available for replication through other regional community colleges, as needed. The videotaped modules will be disseminated to each training institution in the region.

Grant Number: **H029L50011**

Educational Interpreters Preparation Project

Project Director: GUSTASON, GERILEE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

SAN JOSE STATE UNIVERSITY
PO BOX 720130
SAN JOSE, CA 95172

Purpose: In California, there exist more than 55 school districts or county programs that serve approximately 4500 deaf and hard-of-hearing students. (This number does not include those in special schools for deaf students.) San Jose State University has the only program in California that focuses on preparing educational interpreters to serve these students in the K-12 setting. This program offers college credit courses on campus, accepts comparable courses from local colleges around the state, and provides concentrated courses focusing on K-12 educational interpreting principles and skills in a four-week summer period. This enables interpreters to receive both preservice and inservice preparation in their local communities for more generic courses, while providing intensive skill development during the summer period. California has become the leading state in the move toward year-round schooling, making the scheduling of summer courses a problem. In addition, an inadequate number of culturally diverse students has shown interest in the field. Therefore, this project will target Hispanic, Asian, African American, and other individuals from under-represented groups for recruitment; will develop a mentoring, internship, and job-sharing program; and will take advantage of the technological resources available to faculty at San Jose State University to develop distance delivery of preservice and inservice training in educational interpreting. Technologies will include satellite TV course work, CD-ROM, videodiscs, videotapes, fax, electronic mail, and telecommunications. Course assignments in the program will be modified and video support materials will be developed. Regional seminars will be held during the academic year.

Competition 84.029N:

Training of Personnel for Careers in Special Education—Serious Emotional Disturbance

Grant Number: **H029N30003**

Preparing Personnel to Meet the Needs of Students with Serious Behavior Problems

Project Director: SUGAI, GEORGE

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF OREGON
235 COLLEGE OF EDUCATION
EUGENE, OR 97403
(503)346-1642

Purpose: This five-year project trains special education personnel who are uniquely qualified to meet the needs of students with serious behavioral problems. Master's level personnel receive training in instructional and behavioral technology and in strategies for achieving functional systems change. In particular, skills, knowledge, and experiences will be provided within the context of inclusive school reform. Personnel are trained to work with students who display behaviors that disrupt regular education settings, resulting in exclusion from regular classes, and/or referrals to programs for students with emotional and behavioral disorders. Unique features of the training program include emphasis on: * Strong, supervised, school building-based practicum experiences; * Current technologies for functional assessment, supportive behavioral programming, and social skill instruction; * Broad, noncategorical views of serious and challenging behaviors; * Interdisciplinary training within the College of Education of the University of Oregon; and * Collaborative training efforts between the University and the public schools in the State of Oregon. Within Oregon's school reform efforts, there is a need for individuals who operate as part of a regular school, share direct teaching responsibilities, yet also provide high levels of behavioral support to all students in the building. These individuals must work in collaboration with other teachers (special and general education) in the building, and must be skilled in addressing the needs of students with a wide range of needs (mild to severe disabilities). This training program will deliver personnel prepared to meet the new challenges of inclusive school reform. Toward this end, participants will have the opportunity for training with a range of certification and degree combinations (e.g., Mildly Handicapped Learner Endorsement, Severely Handicapped Learner Endorsement, Master's Degree in Special Education).

Grant Number: **H029N30006**

Transition Specialist for Students with Serious Emotional Disturbance

Project Director: WEST, LYNDA

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

GEORGE WASHINGTON UNIVERSITY
2121 I ST., NW 6TH FLOOR
WASHINGTON, DC 20052
(202)994-1533

Purpose: This leadership training program is preparing personnel to be transition specialists for young adults with serious emotional disturbance (SED) who are preparing to transition to the world of work. The project will recruit and enroll 24 graduate students (two cohorts of 12) in an Education Specialist program for 30 credit hours in special education on a part-time basis. This newly designed program focuses on issues unique to the challenge of transitioning this population. New curriculum and resources are needed in order to meet the changing role of special educators and related service personnel who are now responsible for meeting the legislative mandate which requires transition planning. The Education Specialist program will train special educators in new skills and competencies needed to facilitate the transition process. The training program will: * Meet the need for a new training curriculum focusing on issues unique to the challenge of transition for young adults with SED; * Integrate new curriculum in graduate courses which reflects new topics, trends, and state-of-the-art interventions; * Develop internship opportunities which provide cross disciplinary experiences for the graduate students in planning the transition process; * Develop a network of resources available to transition specialists working with students with SED; and * Provide an interdisciplinary teaching faculty determined to forge a new direction in personnel preparation for students with SED. These objectives will be met through the cooperation and involvement of community resources, an advisory team, and national experts, all of whom will provide input into the new curriculum and internship opportunities.

Grant Number: **H029N30014**

SED Teacher Preparation Project

Project Director: GABLE, ROBERT

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

OLD DOMINION UNIVERSITY
P. O. BOX 6369
NORFOLK, VA 23508
(804)683-4117

Purpose: This project is one of a group of projects funded to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities in the area of serious emotional disturbance. These projects may provide preservice preparation for special education teachers, speech/language pathologists, audiologists, adapted physical education teachers, vocational educators, and instructive and assistive technology specialists at the baccalaureate, master, and/or specialist levels. These projects may train certified teachers seeking additional degrees, certification, or endorsements in the area of serious emotional disturbance.

Competition 84.029Q: Training Early Intervention and Preschool Personnel

Grant Number: H029Q30006

Rural Early Intervention Training Project (REITP)

Project Director: SQUIRES, JANE

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF OREGON
901 E. 18TH AVE.
EUGENE, OR 97403
(503)346-2634

Purpose: To meet the demand for early intervention teachers and specialists, the University of Oregon will operate a rural personnel preparation program. The program will be centered in a targeted rural area of Oregon for each of five years and will graduate eight students per year, for a total of 40 students in five years. Optional summer programs leading to a master s degree and special education certification will be available. The content of this program will assist students in developing the following competency areas: * Infant and child development; * Family involvement; * Assessment; * Development and implementation of individualized intervention programs; * Personal interaction skills. An emphasis of this program will be on practica activities in the trainees locale. These practica sites will be at current job placements for trainees who are employed, and at community early intervention programs for those trainees who are not employed in early intervention programs. A practicum supervisor will visit these sites bi-monthly in order to supervise practica training and guarantee a link between didactic and practical content and experience. The didactic coursework will take place 12 hours monthly at a site in the rural community. A different coursework site encompassing a specified rural Oregon area will be chosen for each of the five years. Instructions from the University of Oregon and the practicum supervisors will travel to this site to conduct coursework. Distance training techniques will be available for additional contact with instructors and the practicum supervisors. Trainees will be offered the option of attending the University of Oregon in the summer for additional classes toward a master s degree and/or special education certification. One core course (3 credit hours) in early intervention will be taught each quarter at the rural site, in addition to completion of four practicum hours. A three-term interdisciplinary issues seminar (1 credit hour each term) will also be offered. This seminar will provide the students the opportunity to learn about communication and collaboration skills, the roles and responsibilities of medical and allied health professionals, and transdisciplinary and interagency approaches in early intervention.

Grant Number: H029Q30007

Interdisciplinary Preservice Specialization Project: Training Early Intervention Personnel to Provide Part H Services (IPSP)

Project Director: MALONE, MICHAEL

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF GEORGIA
DAWSON HALL
ATHENS, GA 30602
(706)542-4845

Purpose: The IPSP Project will prepare persons who are pursuing master s degrees in either the School of Social Work or Department of Child and Family Development at The University of Georgia to serve infants and toddlers with disabilities, as well as those who are at risk of becoming disabled, and their families. Interdisciplinary preservice training has been identified as a priority in the CSPD (Comprehensive

System of Personnel Development) of the Georgia Department of Human Resources (lead agency for Part H). Professional positions necessary for the appropriate provision of early intervention services have been identified, including early intervention program administrators, case managers, early intervention coordinators, and clinical practitioners. Qualifications for these positions include a master's degree in Social Work or Child and Family Development. Funding over five years will support the development and implementation of this project and provide financial assistance in the form of graduate assistantships for 12 to 16 master's level students. The project is administered by the Georgia University Affiliated Program for Persons with Developmental Disabilities (UAP), in coordination with the School of Social Work and the Department of Child and Family Development. The IPSP will augment existing master's degree programs of prospective students through the incorporation of content on early intervention with infants and toddlers with disabilities and their families. The IPSP curriculum, based on the interdisciplinary model, will provide students with prescribed competencies related to working with infants and toddlers and their families: * Typical and atypical development; * Family systems and family involvement; * Individual and family assessment; * Program implementation and evaluation; * Case management; * Interdisciplinary team processes; * Professional development and interactive skills; and * Multicultural issues. Important characteristics of this project's curriculum are: * A concentration on training personnel in an area for which a critical shortage has been identified; * A clear linkage to the Department of Human Resources' Comprehensive System of Personnel Development; * A strong interdisciplinary focus anchored in community-based field experiences; * Competency-based instruction; and * Systematic implementation and evaluation using a sound management plan and evaluation model.

Grant Number: **H029Q30013**

ACCK Early Intervention Preservice

Project Director: Rosenkoetter, Sharon

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

Associated College of Central Kansas Special Education
210 S MAIN
MCPHERSON, KS 67460
(316)241-7754

Purpose: Kansas and other nearby states are instituting new service programs for infants and toddlers with disabilities and increasing the scope of existing ones. The preschool mandate in fall 1991 and the movement of Kansas into full services for eligible infants and toddlers have increased the need for qualified interventionists. The purpose of this project is to carry out a plan for recruiting highly promising students into the preservice specialization in Early Childhood Special Education (ECSE) at the Associated Colleges of Central Kansas and to give them the competencies to appropriately serve infants and toddlers and their families. The objectives of the project include: * To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention; * To develop improved practicum experiences which will prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families; * To integrate competencies related to transdisciplinary team collaboration, consultation, family empowerment, family service coordination, interagency decision-making, transition planning, and services in natural environments into the preservice ECSE curriculum; * To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the Kansas Inservice Training System, the Kansas Division for Early Childhood, the Kansas Recruitment and Retention in Special Education Project, the Part H and Section 619 coordinators, the KAUP, Head Start RAP Region VI, and college placement officers in order to match up program graduates with existing vacancies. The project will be carried out within the context of the Associated Colleges of Central Kansas special education program. This is a consortium of six rural private colleges, including Bethany College at Lindsborg, Bethel College at Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Tabor College at Hillsboro, and Sterling College at Sterling, Kansas. This project will train at least 10 early interventionists per year to provide home-based, center-based, hospital-based, and consultant services to children aged birth to 2 with special needs. Thus, a total of 50 professionals will be prepared who, in turn, will provide early intervention services to approximately 800 youngsters and their families in rural Kansas.

Grant Number: **H029Q30025**

Personnel for Integrated Early Childhood Environments

Project Director: OSTROSKY, MICHAELENE

Beginning Date: Aug 21, 1993
Ending Date: Aug 20, 1998

UNIVERSITY OF ILLINOIS
DEPT. SPECIAL ED
288 ED BLDG., 1310 S. 6TH STREET
CHAMPAIGN, IL 61820
(217)333-0260

Purpose: The purpose of this five-year preservice project is to prepare teachers to meet the diverse needs of children with disabilities served in integrated preschool settings. The theoretical base adopted in the proposed program combines a developmental orientation with systematic teaching methodology, and emphasizes research and best practices in early childhood special education as practiced in integrated settings. Roles for which teachers will be prepared include direct service to children in integrated classrooms (including service provided through team teaching) and indirect service to mainstreamed school or community-based classrooms through consultation. The project represents a collaborative effort between two departments within the College of Education: the Department of Special Education and the Department of Curriculum and Instruction. The project offers two options: one for students majoring in Early Childhood Special Education, and one for students majoring in Early Childhood Education with a specialization in Early Childhood Special Education. Students in both options will participate together in core coursework designed to support the new integration focus, as well as in practica in integrated preschool settings. All students will graduate with a Master of Arts, and will obtain the Approval in Early Childhood Special Education required to teach preschoolers with disabilities in the State of Illinois. This project represents a significant change of focus for the preschool emphasis within the current program in Early Childhood Special Education, birth to age 6, and will provide the opportunity for extensive modification of existing course work and practicum from the perspective of emerging practice in preschool integration, as well as for the development of a new specialization for students in Early Childhood Special Education and in Early Childhood Education. The grant will support 12 graduate students per year, half in each year of a two-year program sequence. It is anticipated that 30 students will complete the two-year sequence during the five-year funding period, with a final set of six students completing the second year of the sequence the year following the end of the grant period. In addition, approximately 100 other students (20 per year) will participate in project course work. Thus, approximately 136 students will benefit directly from this project.

Grant Number: **H029Q30034**

Preparing Early Intervention Specialists for Service in Hispanic Communities

Project Director: COOK, RUTH

Beginning Date: Jun 16, 1993
Ending Date: Jun 15, 1998

SANTA CLARA UNIVERSITY
DEPT. SPECIAL EDUCATION
SANTA CLARA, CA 95053
(408)554-4435

Purpose: This project will recruit, retain, and prepare persons of Hispanic origin to serve as early intervention specialists. A major component of the recruitment effort is the design and implementation of an on-campus mentoring program. The training program will prepare a minimum of 20 students of Hispanic origin to receive a master's degree in Special Education, with an emphasis on Early Intervention Services. It will also prepare a minimum of 25 students who will become better qualified in their respective positions by completing the Early Intervention Core through continuing education units. All students will participate in a specifically developed seminar and practicum experience designed to promote the sensitivity necessary to serve effectively within the Hispanic community.

Grant Number: **H029Q30041**

Early Childhood Special Educator Program

Project Director: HANSON, MARCI

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVE
SAN FRANCISCO, CA 94132
(415)338-1630

Purpose: This project will expand the graduate program in Early Childhood Special Education at San Francisco State University to address the newly proposed credential in Early Childhood Special Education for the State of California, and to expand training in early childhood to the range of professional disciplines that may provide these services. The State is currently formalizing this process, given the defined need for trained personnel to work with this young population. Students receiving the credential/certificate from SFSU will be equipped to function in the wide variety of settings and roles reflected by early intervention and preschool programs serving children from birth to age 5 who are disabled or at risk for developmental delay, and their families. A major focus in student recruitment will be on recruiting persons from ethnic and cultural groups previously under-represented in the student and professional population. The training model is designed for two groups of students: * Students who are attending a specialist training program (e.g., special education, communicative disorders, nursing, physical therapy); and * Persons employed or being transferred to early childhood special education employment settings who wish to receive additional training in early childhood special education. This model for training 75 students as Early Childhood Special Educators is interdisciplinary and competency-based, with a curriculum focus on working with young children (within the context of their families) from birth to age 5. Areas of competency include typical and atypical development, assessment and evaluation of young children, intervention planning and implementation, and family involvement and education. Training is accomplished through a combination of academic study, field experiences, and an internship.

Grant Number: H029Q30043

Infant Specialist Training Program

Project Director: HANSON, MARCI

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVE
SAN FRANCISCO, CA 94132
(415)338-1630

Purpose: This project will expand the graduate program in Early Childhood Special Education at San Francisco State University to provide training in early childhood to the range of professional disciplines that may deliver early education and related services. Students from a variety of disciplines will be recruited (special education, communicative disorders, nursing, physical therapy, early childhood education, psychology) and trained as Infant Specialists. They will receive a certificate in Early Childhood Special Education, with an emphasis on infant intervention. A major focus on student recruitment will be on recruiting persons from ethnic and cultural groups previously under-represented in the student and professional population. The State of California is currently examining the process of personnel standards for professionals serving infants, toddlers, and their families, given the defined need for trained personnel to work with this young population. The model for training the 75 students is interdisciplinary and competency-based, with a curriculum focus on working with young children (within the context of their families) from birth to age 3 who are disabled or at risk for developmental delay. Areas of competency include typical and atypical development, assessment and evaluation of young children, intervention planning and implementation, and family involvement and education. Training is accomplished through a combination of academic study, field experiences, and an internship. This training is appropriate for students who are studying for a specialist credential/degree/license and for persons with credentials who desire to return to the university for additional training in Early Childhood Special Education with an infant intervention specialization.

Grant Number: H029Q30047

Unified Preparation For Better Early Education Teachers (UPBEET)

Project Director: THURMAN, KENNETH

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
BROAD ST. & MONTGOMERY AVE.
PHILADELPHIA, PA 19122
(215)204-6018

Purpose: This project is preparing early childhood educators to provide services to young children who have disabilities, or who are at risk of disabilities, and their families. The approach stresses the unification of Early Childhood Education and Early Childhood Special Education. Participants in this graduate program will primarily take coursework in Early Childhood Education, Early Childhood Special Education, and Special Education, as well as an integrative course developed specifically for this program, focusing on integration and inclusion. The program includes a number of field assignments which provide students the opportunity to apply their knowledge in service settings. Each student will also complete a practicum designed to provide intervention to preschool children and their families in integrated settings. Finally, each student will be expected to complete a master's project addressing some aspect of intervention or development of preschool children or parent involvement. This project is based on the standards recently recommended by the Pennsylvania Interagency Coordinating Council for the development of an early intervention credential. The project will also make special efforts to recruit minority students by developing liaisons with minority institutions of higher education in the region. It is anticipated that this project will enroll approximately 50 students during its five years, and that half of them would complete the program in that time. Graduates will receive the master's degree and will be equipped to provide services to a wide variety of preschool children and their families in Head Start centers, day care centers, early intervention programs, natural homes, and social service agencies.

Grant Number: **H029Q30050**

Training Early Intervention and Preschool Personnel

Project Director: CORREA, VIVIAN

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

UNIVERSITY OF FLORIDA
219 GRINTER HALL
GAINESVILLE, FL 32611
(904)392-0701

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to provide early intervention services for infants, toddlers, and preschoolers (birth through five years) who are either disabled or at high risk of becoming disabled, and their families. These projects must have a clear and limited focus on the special needs of children within the age range and must also include consideration of family involvement in early intervention preschool education. Training projects must have a significant interdisciplinary focus and include attention to training in instructional and assistive technology. Training programs may prepare personnel at the associate, bachelor, masters, and/or specialist levels. Personnel may also be prepared to provide training for, or be consultants to, other service providers, including case managers and parents.

Grant Number: **H029Q30052**

Preparation for Multicultural Early Childhood Services

Project Director: Kramer, Steven

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

SAN DIEGO STATE UNIVERSITY
5178 COLLEGE AVE
SAN DIEGO, CA 92182
(619)594-6140

Purpose: One in every four children entering schools in Southern California is limited English proficient (LEP), and one of every two children comes from an historically under-represented racial/ethnic group. Because educational personnel do not know the cultural and linguistic characteristics of these young children, services for communicative disorders are often not provided for them. This project will work directly with local school districts and agencies to improve the training of speech-language pathologists, audiologists, and educators who serve children from birth to age 5. An interdisciplinary approach will be used for this training. The project targets two levels of educational personnel. First are students being prepared as professionals in communicative disorders. Their program will be extensively modified so that they will know how to serve multicultural infants and toddlers. Second are the paraprofessionals (instructional aides) who provide much of the teaching for minority children, and who are often directly involved in testing and providing remediation for the children, and in interpreting between professionals and parents. Uncredentialed educators and paraprofessionals will also be recruited to pursue a degree program. Virtually all of these groups have received only minimal training, at best, for these tasks. Specific training programs will be developed for the districts and agencies in San Diego County to provide knowledge about cultural and linguistic characteristics of the county's diverse very young children, communicative disorders prevalent in these populations, and how to assess and remediate these disorders. Criteria for successful attainment of training will be established so that the new skills are recognized by the districts. A number of paraprofessionals will be trained each year in selected districts and agencies. Other districts and agencies will be involved as the training cycle progresses. In addition, 24 departmental students will progress through to graduation (16 during the project, and 8 in the first post-project year) and then into employment, and their experiences will be used to modify the project, which will lead to complete institutionalization.

Grant Number: **H029Q30060**

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Project Director: GOULD, KAREN

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

SHRIVER CENTER
200 TRAPELO RD
WALTHAM, MA 02254
(617)642-0238

Purpose: This project will train personnel to provide services to infants, toddlers, and preschool children with, or at risk for, disabilities (special needs) who belong to cultural and linguistic minority groups. The project addresses the manpower shortage in the Massachusetts early intervention programs, and the lack of professionals who have the multicultural academic training and experience to work with children from diverse cultures who have special needs. The training vehicle is an interdisciplinary graduate preservice training curriculum that incorporates both didactic and practical experiences with children from diverse cultures who have special needs.

Grant Number: **H029Q40002**

Preservice Training of MA Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, & Their Families

Project Director: CAMPBELL, LYNDA

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1999

ST LOUIS UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS
221 N GRAND BLVD
ST LOUIS, MO 63103
(314)658-2948

Purpose: This project will improve the academic and clinical training of speech-language pathologists, in order to improve the quality of services provided to infants and toddlers with disabilities, those who are at high risk of becoming disabled, and their families. The focus is primarily on African American infants and toddlers. St. Louis University's Department of Communication Disorders is the largest graduate program in speech-language pathology in Missouri. It has the largest enrollment of students from under-represented racial/ethnic groups (22 percent) and of undergraduate minority students (15 percent). More than 75 percent of those receiving speech and language services at the University Clinic are also from under-represented populations. Further, the Department has been recognized by the American Speech-Language-Hearing Association as a national model for the multicultural preparation of speech-language pathologists. This project will establish a new preservice emphasis — birth to three — for graduate speech-language pathology students in training. The preservice aspect includes academic and practicum experiences, including two multicultural courses and multicultural infusion throughout the curriculum. Trainees will participate in two specialized courses, a year-long specialized seminar series, and two clinical practicum experiences utilizing a transdisciplinary and family approach to service delivery for infants and toddlers with disabilities, those at high risk of becoming disabled, and their families in the St. Louis metropolitan area. In these practica, students are rotated through two of several service delivery sites, each demonstrating a different service delivery model and set of student responsibilities.

Grant Number: **H029Q40009**

Shifting Paradigms in Clinical Training: Preparing the Early Childhood Educator To Facilitate INCLUSION

Project Director: FREUND, MAXINE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

GEORGE WASHINGTON UNIVERSITY
2121 I ST., NW, 6TH FLOOR
WASHINGTON, DC 20052
(202)994-1510

Purpose: This master's program prepares personnel to facilitate inclusion for young children with disabilities and their families. It will recruit and enroll 30 graduate students in a 30-credit-hour program of study. This mission is to prepare professionals for the changing roles required of special educators. The program will: * Provide a model training curriculum focused on issues unique to the challenge of inclusion for young children with disabilities and their families; * Integrate new curriculum in graduate courses inclusive of current topics in educational reform and systems change, and state-of-the-art interventions and assessments; * Provide clinical training opportunities offering a continuum of experiences for the graduate student preparing for teaching in inclusive environments; * Develop a network of support and resources available to inclusion specialists working with young children with disabilities; and * Provide a teaching faculty knowledgeable in the multidisciplinary theory necessary to forge a new direction in personnel preparation for early intervention/early childhood special education.

Grant Number: **H029Q40019**

Early Intervention: Recruiting Minorities/Preparing Paraprofessionals & Special Educators

Project Director: Bondurant, Lucille

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

SUNY Research Foundation
PO Box 9
BUFFALO, NY 14209
(716)878-5429

Purpose: The three priorities of this project are: * Full qualifications for early childhood special educators; * Minority recruitment and retention; and * Paraprofessional training. Financial assistance will be provided for students with undergraduate degrees in special, elementary, or early childhood education or a related service area, so that they may complete the Infant/Preschool Special Education Concentration in the Exceptional Education Department at Buffalo State College within two years. The program will enable them to earn a master's degree and qualify for permanent certification in special education. The principal benefits of the program include: * Acceleration of the typically slow, part-time pace at which the majority of graduate students complete their master's degree at SUNY-Buffalo; and * Provision of immediate and continuing program support to students while they complete their training. The 30-33 semester hour transdisciplinary program may be completed in 1-1/2 years for students with provisional certification in special education and two years for students without provisional certification in special education. Practica will be revised through a mentor/coach approach using college supervisors and cooperating teachers to enhance students' decision-making skills. Providing graduate students with increased opportunities to learn in urban, inclusive settings will be emphasized. Students will be encouraged to become more in-

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volved in programs, such as Head Start, to learn more about cultural differences and educating students with disabilities in the least restrictive environment. The project offers recruitment, retention, and training of urban minority students to become certified in special education at the master's level. Emphasis is placed on recruiting persons who are established in urban areas and are likely to remain in those communities. The target population will be at the CAO Head Start Program in Erie County and the Early Childhood Centers of the Buffalo Public Schools. Tuition assistance will be provided for paraprofessionals interested in pursuing an undergraduate degree in special education By the end of the project's first year, the concentration will have been revised to emphasize inclusive settings with urban minority populations. By the end of the second year, a model for paraprofessional training will be developed and implemented to meet the needs of urban minorities with disabilities in inclusive settings. By the end of the project's second year and each year thereafter, at least eight students will be fully qualified for employment in large metropolitan areas of New York State as teachers of infants, toddlers, and preschoolers with disabilities.

Grant Number: **H029Q40020**

Preparing Personnel to Teach Young Children with Severe Disabilities in Integrated Preschool Classrooms

Project Director: SCHWARTZ, ILENE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

UNIVERSITY OF WASHINGTON
EXPERIMENTAL EDUCATION UNIT WJ-10
SEATTLE, WA 98195
(206)543-4011

Purpose: This project will develop a new track within the existing master's level training program in Early Childhood Special Education at the University of Washington. The purpose of this track is to prepare teachers to meet the needs of young children with severe disabilities (including autism and other severe behavior disorders) within developmentally appropriate, integrated preschool classrooms. The coursework and practica in this track will combine the specialized intervention techniques that have demonstrated efficacy with children who have severe disabilities and the activity-based, developmentally appropriate approach to intervention that is characteristic of recommended practices in early childhood special education. The project will help to meet an urgent need in the state for fully trained personnel to work with children aged 3-5 with identified disabilities. Six full-time master's students will be funded in each of the five years of the project. Coursework and practicum will be structured over the course of the six-quarter (two academic year) program to provide the students competency-based training in early childhood special education. Students will have the opportunity to work collaboratively with professionals from a number of disciplines, including general early childhood education, speech pathology, occupational therapy, physical therapy, pediatrics, and social work. Program content will include functional assessment, interdisciplinary and interagency teaming, effective instructional programming, effective strategies for promoting social integration in preschool settings, and family-focused intervention. Special emphasis will be given to knowledge utilization by teaching students to evaluate and apply existing education research to their classroom practice.

Grant Number: **H029Q40024**

Preparation of Early Childhood Personnel

Project Director: STAYTON, VICKI

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

WESTERN KENTUCKY UNIVERSITY
DEPT TEACHER ED
360 TATE PAGE HALL
BOWLING GREEN, KY 42101
(502)745-3899

Purpose: This project is preparing personnel to work with children aged 3-5 and their families in integrated settings in rural south/central Kentucky. The primary target groups for the project are: (a) persons who already hold staff positions in integrated early childhood or early childhood special education settings but lack prior training and experience in interdisciplinary practices and want to become qualified to teach in integrated early childhood or early childhood special education programs. The goals of the project are as follows: * To implement a competency-based personnel preparation program at the master's level to prepare personnel to work with children aged 3-5 with disabilities and their families in integrated settings. Through coursework and intensive practica, students will earn a master of arts in interdisciplinary early childhood education, birth to kindergarten. Students will complete a minimum of 33 semester hours specific to competencies derived from recommended content areas of the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood, 240 clock hours of practica, and three semester hours in the College of Education's basic foundation course requirements. A family systems training approach will be a theme throughout the curriculum. * To implement coursework and practica that are interdisciplinary in nature. Participants will have the opportunity to interact with both students and faculty from related disciplines (psychology, communication disorders, social work, and family studies) through coursework in those areas and practica experiences. The major culminating experience for the program will be participation as a team member in a supervised summer practicum, with at least one student from each of the disciplines of psychology, social work, and communication disorders at the University's Childcare/Head Start Center. * To offer coursework through a program design that meets the needs of persons who are currently employed full time and are thus unable to participate in traditional preservice programs. This will be achieved by offering coursework during the fall and spring semesters in the evening, with individualized practica based at regional sites. Students will attend two five-week summer terms with additional course work and practica. The master's degree will be obtained in a two-year sequence of coursework and practica. * To develop and disseminate quality interdisciplinary early childhood education personnel practices and training materials to other colleges and universities involved in preparing personnel for integrated early childhood programs. Approximately 90 students will participate in training during the five project years. The students will participate in six groups of 15. Financial assistance will be available in the form of stipends to help defray educational costs.

Grant Number: **H029Q40026**

Early Childhood Speciality Certification for School Psychologists

Project Director: THURMAN, KENNETH

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

TEMPLE UNIVERSITY
COLLEGE EDUCATION
BROAD ST & MONTGOMERY AVE
PHILADELPHIA, PA 19122
(215)204-6018

Purpose: This project will provide early intervention and early childhood competencies to trainees enrolled in Temple University's School Psychology Program, and also to individuals who are already certified and working as school psychologists up to the full professional standard. The program will enable these trainees to qualify for an Early Intervention/Early Childhood Specialty Certification. Over a five-year period, ten to fifteen students will be admitted per year. They will complete four courses plus a self instructional module for the early childhood specialty. Those already certified in School Psychology will complete a practicum with children under age 5, while those who are completing their School Psychology certification training will complete at least 20 percent of their internship with children under the age of 5. Courses are scheduled so that most students will be able to complete the Early Intervention/Early Childhood specialty program requirements within one calendar year.

Grant Number: **H029Q40039**

An Early Intervention Emphasis Program for Speech-language Pathologists

Project Director: RUSSELL, LORRAINE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

TEMPLE UNIVERSITY
SCHOOL COMMUNITY
BROAD ST & MONTGOMERY AVE
PHILADELPHIA, PA 19122
(215)204-1876

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to provide early intervention services for infants, toddlers, and preschoolers (birth through five years) who are either disabled or at high risk of becoming disabled, and their families. These projects must have a clear and limited focus on the special needs of children within the age range and must also include consideration of family involvement in early intervention preschool education. Training projects must have a significant interdisciplinary focus and include attention to training in instructional and assistive technology. Training programs may prepare personnel at the associate, bachelor, masters, and/or specialist levels. Personnel may also be prepared to provide training for, or be consultants to, other service providers, including case managers and parents.

Grant Number: H029Q40045

Teams Preparing Teams of Personnel to Serve Minority Infants and Toddlers with Disabilities

Project Director: LIFTER, KARIN

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

NORTHEASTERN UNIVERSITY
DIV REHAB & SPECIAL ED
423 LAKE-360 HUNTINGTON AVE
BOSTON, MA 02115
(617)373-2485

Purpose: This project concerns a new transdisciplinary preservice training program for early intervention personnel that will (a) increase the number of such personnel, (b) improve the preparation of personnel, and (c) improve services provided by personnel to minority infants and toddlers and their families. Four new transdisciplinary courses and a practicum will be designed and implemented, incorporating: competencies recommended by the Personnel Subcommittee of the Early Intervention Advisory Board; competencies to prepare personnel for team participation; and course components focused on cultural awareness, sensitivity, and intervention expertise. Grounded in problem-based learning, these courses will be team-taught by faculty across the programs, and students will work as teams in practicum placements. Over a five-year period, 50 graduate students will be recruited (approximately 10 each year), with at least 25 from under-represented racial/ethnic groups, from Northeastern University's Bouve College of Pharmacy and Health Sciences programs in special education, school psychology, speech-language pathology and audiology, and physical therapy. These students will receive cross-disciplinary and transdisciplinary education and training through practicum placements in four early intervention settings and one preschool setting in Boston, reaching more than 500 children and their families per year. Project TEAM not only expects to graduate 50 early intervention and preschool personnel, but also to reach additional students through these graduates who will serve as mentors and role models and sustain the program in the future.

Grant Number: H029Q40048

Mentors In ECSE

Project Director: CAVALLARO, CLAIRE

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1999

California State University, Northridge
18111 NORDHOFF ST
NORTHRIDGE, CA 91330
(818)885-2596

Purpose: This project addresses the urgent need in California for qualified professionals in Early Childhood Special Education (ECSE) created by recent approval of an ECSE credential by the California Commission on Teacher Credentialing, the expansion of services to preschoolers mandated by Public Law 99-457 Part B, and implementation of Public Law 99-457 Part H mandates. The objectives of the project are: * To develop a model credential training program in ECSE; * To recruit potential ECSE professionals from culturally and linguistically diverse populations and from diverse background disciplines related to early intervention; * To prepare fully qualified ECSE professionals able to: identify and meet the complex, heterogeneous needs of culturally and linguistically diverse children from birth through age 5 with disabilities; work effectively as members of interdisciplinary and transdisciplinary teams; recognize, support, and work effectively within culturally and linguistically diverse family systems; and provide service coordination and advocacy. A course sequence leading to the new California credential authorization in ECSE will be offered to students recruited for this project. This sequence will include coursework and practicum experiences focused on the early implications of various disabilities across all areas of development; assessment techniques in ECSE; innovative instructional and assistive early intervention technology; understanding and working with families from diverse backgrounds; interdisciplinary and transdisciplinary teamwork; low incidence populations; and positive behavioral programming. An emphasis will be placed on strategies for providing services in natural settings and with typical peers. Students will complete up to two supervised internships: one in infant programs (birth to 3) and the other in preschool (ages 3 to 5) settings. An innovative feature of this project is the use of an integrated training model of specific coursework, teaming, mentorship (professional and peer), and supervised practica experiences which will result in highly qualified personnel. The project will provide financial support for 12 new students per year, as well as support for professional and peer mentors and for faculty in recruitment, coordination, and evaluation activities.

Grant Number: H029Q40051

The Inclusive Early Childhood Teacher Education Project

Project Director: MEYER, LUANNA

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

SYRACUSE UNIVERSITY
DEPT SPECIAL ED
113 BOWNE HALL
SYRACUSE, NY 13244
(315)443-9651

Purpose: Through this project, Syracuse University's new undergraduate Inclusive Elementary and Special Education Teacher Preparation Program (now in its fifth year) will be revised and expanded to reflect pending New York State certification changes in special education and to incorporate birth-5 training and certification. In addition, three cadres of trainees will be identified and supported either directly or indirectly through the project. These will include: * Students enrolled full time in the Inclusive Program who identify a major interest in early intervention and preschool education for children with disabilities; * Paraprofessional personnel presently working as child care assistants and teachers' aides in area early intervention and preschool programs; these trainees will have a special training sequence to enable them to complete certification and degree requirements while employed; * First and sophomore year students enrolling at an area community college (Onondaga Community College) will be recruited for part-time enrollment at Syracuse University while completing basic undergraduate core requirements at the community college, followed by transfer to Syracuse University in their junior year for completion of the bachelor's and certificate program. Individuals from under-represented groups will be the focus of recruitment and training efforts, including both persons of color and persons who have disabilities. Over five years, the project will train at least 100 teachers with certification in Early Childhood Special Education and indirectly prepare 200 additional teachers who will eventually qualify for provisional certification in this area. At least 50 percent of the trainees who receive direct tuition stipends will be persons of color or persons who have disabilities.

Grant Number: **H029Q40056**

Interdisciplinary Infant/Newborn Specialist Training Program

Project Director: MAHONEY, GERALD

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

CHILDREN'S MED CENTER
FAMILY CHILD LEARN CENTER
1 PERKINS SQ
AKRON, OH 44308
(216)633-2055

Purpose: This project will provide interdisciplinary, field-based graduate training to enable 40 trainees to acquire the competencies necessary to provide high quality services for infants who are disabled or at risk for disabilities and their families. Twenty full-time trainees, four in each of five project years, will complete intensive field-based training. They will receive assistantships and tuition support for the 12-month (three semester) involvement that is necessary to complete graduate degree requirements. An additional 20 trainees will complete degree requirements on a part-time basis. These students will also be eligible for tuition support while working toward graduate degrees. The inter-institutional and interdepartmental design of this project includes several departments from Kent State University and Children's Hospital Medical Center of Akron. Trainees will complete a minimum of 35 semester hours of coursework, field-based training, and research to fulfill the requirements for certification in the Early Childhood Special Needs Emphasis, Infant/Newborn Specialist option. These requirements are jointly administered by two departments at Kent State University: the Department of Educational Foundations and Special Services and the Department of Teacher-Leadership-Curriculum Studies. Full-time trainees will complete a minimum of 600 clock hours and part-time trainees will complete a minimum of 160 hours of field-based training at the Family Child Learning Center. This field-based internship provides hands-on experiences and demonstrates direct application of information acquired through formal coursework. Trainees may integrate their infant specialization coursework with master's degree programs in special education (41 hours total), a master's program in early childhood special education (ranging to 50 hours total), or other degree requirements (e.g., a master's in speech pathology or audiology, nursing; further education in physical or occupational therapies).

Grant Number: **H029Q40067**

Preparing School Psychologists to Support Young Children w/ Attention Deficit Disorders & Related Problems in Early Intervention & Preschool Setting

Project Director: SCHAUGHENCY, ELIZABETH

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
SCHOOL PSYCH PROGRAM
COLLEGE EDUCATION
EUGENE, OR 97403
(503)346-2120

Purpose: This project will train professionals to provide best practice and early intervention services to preschool-aged students presenting with attention deficit hyperactivity disorders (ADHD) and related problems. There are three major themes: * Improving outcomes for preschool children with ADHD requires skill in differential diagnosis and problem-solving assessment to both identify children with ADHD in need of professional services, and to develop appropriate and effective educational programs, as well as behavior problem management and prevention programs; * Improving outcomes for preschool-aged children with ADHD requires both general and specific behavior management, prevention, and intervention skills (i.e., development, implementation, and evaluation) across several distinct areas, including behavior problems at school and home, academic achievement problems, and social skills problems; * ADHD is a problem requiring multi-method, multi-informant assessment, as well as multi-agent intervention. As such, improving outcomes for preschool children with ADHD requires skills in collaboration and communication with parents, teachers, physicians, and students. Participating graduate students will complete (a) didactic coursework focusing on assessment, intervention, and empirically based decision making with regard to preschool-aged students with ADHD; (b) a series of school-based and clinic-based practica involving experiences with students who have ADHD, and their teachers and parents; and (c) supervised consultation experiences in assessment and intervention with children diagnosed with ADHD to provide opportunities for mastery of training activities, including conducting inservice training. Students' coursework in the School Psychology Program will be supplemented by participation in didactic and field-based experiences in the Early Intervention Program and the Child Development and Rehabilitation Center of the University of Oregon.

Grant Number: H029Q40071

Extended Training for Early Intervention and Pre-School Personnel

Project Director: LAMOREY, SUZANNE

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1998

UNIVERSITY OF MISSOURI
310 JESSE HALL
COLUMBIA, MO 65211
(314)882-7383

Purpose: The purpose of this project is to expand the current focus of the graduate level in Early Childhood Special Education. Program expansion will take place in four major areas: * It is fundamental to expand the focus of coursework and practica to include the population of infants and toddlers with disabilities; * There is a need to include a stronger family focus in terms of coursework and practica; * It is necessary to engage professionals from various disciplines within the university and the community in the establishment of an ongoing forum for interdisciplinary discussion as a component of student training; and * It is essential to address the geographical, financial, and temporal barriers to training that face Missouri professionals who desire access to graduate level training and/or full state certification in Early Childhood Special Education. The training consists of a 38-hour master's level program in early childhood special education, with a focus on children with disabilities from birth to age 5, and their families. In conjunction with the university practica experiences and in accordance with state certification standards, students will compile individualized portfolios of field-based skills to complement the acquisition of an intensive academic knowledge base. Program content will be characterized by a two-pronged approach highlighting coursework and practica designed to address nine major competency areas. Major program features include: * Recruitment of minority students and students from underserved and rural areas to attend the 26-month training program; * Creation of a focus on infants, toddlers, and families across currently offered courses, through the addition of interdisciplinary and community co-instructors; * Compact scheduling of courses every week to accommodate time and distance constraints of working students; * Intensive state-of-the-art summer practicum experiences in a university-supervised community-based integrated day care setting; * Intensive state-of-the-art summer practicum experiences in a nationally recognized home visitation program; * Interdisciplinary training seminars coordinated through the Department of Special Education, the Department of Human Development and Family Studies, the College of Health Related Professions, the School of Social Work, the Department of Rural Sociology, the School of Family and Community Medicine, and the School of Nursing; * Individualization and integration of student needs addressed through the development of field experience portfolios; * A state certification component developed specifically for individuals with backgrounds in special education or elementary education who desire certification in early childhood special education; * The commitment of more than 70 percent of budgeted funds toward student tuition waivers and monthly student stipends; and * A total of 36 graduates who will have the skills necessary to provide effective early childhood special education programs, as well as to provide local leadership in policy and programming decisions in the school systems that they represent.

Grant Number: H029Q40083

Interdisciplinary Early Intervention Master's Training Program

Project Director: BRICKER, DIANE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
CENTER HUMAN DEVELOPMENT
901 E 18TH AVE
EUGENE, OR 97403
(503)346-0807

Purpose: This project involves an interdisciplinary personnel preparation program with two components. The full-time preservice component will graduate 10 master's degree students each year for a minimum total of 50 master's trainees in five years. The summers-only endorsement component will offer a consecutive set of courses over five summers that will lead to state certification. A minimum of 10 to 12 students can participate in this component each summer. The content of the program will assist students in developing the following competencies: * Foundations in early intervention; * Typical and atypical development; * Infant, toddler, and preschool assessment; * Family involvement; * Design of intervention; * Implementation of intervention; * Evaluation of intervention; * Interdisciplinary and interagency collaboration; * Research application; and * Program administration. Students will take four specialized practica in community-based settings. The first two practica will emphasize basic intervention skills, including activity-based intervention, infant/child assessment, formulating Individualized Family Service Plans, and conducting intervention. The second two practica will be more specialized, and will be individualized according to students interests and needs. Hospital-based programs, community shelters, abuse-prevention agencies, and day care centers are examples of settings where these practica will take place. A practicum seminar will assist students in the acquisition of necessary information and skills to be successful in their assigned practicum setting. In addition, a three-term interdisciplinary seminar will be offered. This seminar will provide students with the opportunity to learn about the roles and responsibilities of medical and allied health professionals, as well as other disciplines and community agencies involved with young children and families. A Consumer Advisory Group will oversee the project. This group is composed of consumers, parents, individuals with disabilities, and professionals from the community. Quality of training, cultural diversity, and caregiver/family concerns are among issues this board will consider.

Grant Number: **H029Q40085**

Professional Preservice Personnel Preparation for Early Intervention Using the First Start Model

Project Director: KRAJICEK, MARILYN

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

UNIVERSITY OF COLORADO
SCHOOL NURSING
4200 E 9TH AVE, BOX C-287
DENVER, CO 80262
(303)270-8734

Purpose: First Start: Care of Infants, Toddlers, and Preschoolers with Disabilities and Chronic Conditions has evolved from the beliefs and mission of its parent institution, the University of Colorado Health Sciences Center. The course content is based on the belief that all human beings have an inherent right to dignity, respect, and opportunities to actualize their potential as persons within society; that each individual, including infants and young children, has the responsibility to actively participate and develop as a constructive social being; and a primary support system, including parent, child and caregiver, promotes reciprocal caring and nurturance and provides an environment within which persons become aware of these values. On the basis of the First Start model, this project will carry out the following objectives in terms of occupational therapy and physical therapy assistant programs: * Educate community college faculty members at a minimum of six schools as course coordinators to administer the First Start curricula and practica experiences over the course of five years; * Enable students to acquire knowledge, skills, and competencies to provide inclusive early intervention and related services to young children with disabilities and chronic conditions, with funding support for faculty and students; * Develop and implement practica experiences preparing students to deliver early intervention services and child care to young children with disabilities and chronic conditions; * Counsel and evaluate students' progress thorough the personnel preparation system; * Evaluate the impact of the personnel preparation program as students assume positions in the community; * Develop and implement infusion of First Start competencies and curriculum into existing education programs to ensure continuity of effort after the project is concluded; and * Disseminate project information, descriptions, and reports of effectiveness to personnel preparation programs regionally and nationally.

Grant Number: **H029Q40089**

A New Interdisciplinary Program to Prepare Undergraduate Students to Work as Early Intervention Specialists w/ a Focus on Competitive Priority 1&2

Project Director: JEPHSON, MELANIE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

STEPHEN AUSTIN STATE UNIVERSITY
DEPT COUNSEL & SPECIAL ED
PO BOX 13019
NACOGDOCHES, TX 75962
(409)468-2906

Purpose: This four-year preservice project will provide training for undergraduate and graduate students to serve children with disabilities, aged birth to 5, and their families. Based on an interdisciplinary foundation in special education, child development, counseling, and family studies, the program will focus on a family-centered approach to services in the least restrictive environment. The University's prime location will be used for the recruitment and preparation of related services personnel to remain in or gravitate toward rural settings. The objectives are: * To implement a new interdisciplinary program leading to the Master of Education degree for the preparation of Early Intervention Specialists, with a focus on children aged 0-3 or 3-5; * To recruit 48 to 60 undergraduate, post-baccalaureate, and graduate students over a four-year period, with an emphasis on those from rural areas, and those who are culturally diverse; * To infuse materials on meeting the unique needs of young children and families in rural areas into the existing curriculum; * To provide training: (a) at the undergraduate level, leading to an Early Childhood-Handicapped (ECH) endorsement or to an Early Intervention Specialist (EIS) credential; (b) at the post-baccalaureate level, to teachers in the field leading to an ECH endorsement or an EIS credential; and (c) at the graduate level, leading to a M.Ed. for Early Intervention Specialists. * To provide direct services to young children with disabilities and their families in rural areas through expanded interdisciplinary field experiences; * To graduate 32-40 students with an ECH endorsement or the EIS credential, and 16-20 students with the Master of Education for Early Intervention Specialists, over the four year period; and * To disseminate program information across the state and region.

Grant Number: **H029Q40090**

Hopkins Mentor Program: Early Intervention & Early Childhood Special Education Personnel Preparation

Project Director: TAYLOR, JANEEN

Beginning Date: Jun 1, 1994
Ending Date: May 31, 1998

JOHNS HOPKINS UNIVERSITY
SCHOOL CONTIN STUDIES
RM 100 3400 N CHARLES ST
WHITEHEAD HALL
BALTIMORE, MD 21218
(410)290-1777

Purpose: This four-year project will prepare 30 highly qualified and certified early intervention and early childhood special education teachers to meet Maryland's demand for such personnel. Two cohorts of 15 students each will complete a 39-credit curriculum consisting of academic and supervised clinical experiences leading to (a) the Master of Science in Education degree, (b) certification in special education at the Infant/Primary level by the Maryland State Department of Education, and (c) recognition by the Maryland Infants and Toddlers Program as meeting requirements for suitable qualifications in early intervention. The program of studies consists of a comprehensive outcome-based curriculum encompassing an extensive range of knowledge and skills associated with effective, family-centered, multicultural, transdisciplinary, community-based early intervention and early childhood special education in naturally occurring environments for young children. The project includes ongoing mentorship of participants by veteran early intervention and early childhood special education personnel, as well as portfolio-based assessment of participants' attainment of outcomes. Participants will be recruited from the population of persons who (a) hold undergraduate degrees in general education, generic special education, or a related field, (b) are not currently certified in special education at the Infant/Primary level, (c) may have been professionally inactive for a period of time, and (d) wish to enter the field of early intervention or early childhood special education. Tuition scholarships equal to 75 percent of tuition costs will be awarded to successful applicants.

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Grant Number: **H029Q50006**

Early Childhood Personnel Preparation Project

Project Director: PRIZANT, BARRY

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1998

EMERSON COLLEGE
100 BEACON ST
BOSTON, MA 02116
(617)578-8732

Purpose: This project at Emerson College will graduate, over a three-year period, a minimum of 14 speech-language pathologists who can provide services to young African American and Hispanic children who are at risk for, or who have, communication disabilities associated with biological and environmental risk factors. The goals are: * To prepare speech-language pathologists to be experts in assessment, intervention, and prevention of communication disorders in young children of diverse cultural backgrounds living in poverty within the family and cultural context; * To prepare speech-language pathologists who are skilled in developing and working with inner city service delivery systems responsive to family, cultural, and poverty considerations; * To disseminate knowledge to professionals and consumers concerning services for communication development and disorders, within the context of family, cultural, and poverty considerations. These goals will be met through specially designed course work and a set of experience components. Course work will include three new courses and substantial modification of currently available courses providing information on: * Family systems; * Infant, toddler, and preschool development, assessment, and intervention; * Early communication development; * Interdisciplinary approaches to serving young at-risk and disabled children and their families; * Issues related to cultural differences in care giving, communication, and bilingual development; * The effects of urban poverty on young children's development. An important aspect of the program is the inclusion of experience components within courses and clinical practica. They will include class projects involving analysis of the developmental and communicative competence of young children, and direct experiences in a variety of settings with families of diverse cultural backgrounds and their children who are living in poverty (e.g., clinics in a major urban hospital, community-based early intervention and preschool programs). Practica will involve direct participation with various team models and with professionals from different disciplines. Federal assistance permits partial tuition remission and stipends for students. In addition to the students who are supported through the project, two to four additional students per year will be encouraged to participate in components of the program.

Grant Number: **H029Q50019**

A Dual Endorsement: Early Childhood Special Education/ PreK-K

Project Director: PANYAN, MARION

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

DRAKE UNIVERSITY
DES MOINES, IA 50311
(515)271-4124

Purpose: The purpose of this project is to develop a program that will prepare students for a new endorsement in early childhood special education and PreK-Kindergarten. The program is jointly planned and designed as an interdisciplinary initiative that will be cooperatively delivered by faculty in the Teaching and

Learning Studies Department and the Special Education faculty. Training consists of 33 graduate credit hours. The program is closely coupled with Drake University s Head Start program where students will observe exemplary integrated practices for young children and their families. Moreover, practica sites in the greater Des Moines area serving infants and young children are also partners. One-half tuition assistance will be provided to participants for each course. Trainees progress will be assessed through an ongoing portfolio system.

Grant Number: H029Q50025

Early Childhood Personnel Preparation Project

Project Director: McInerney, William

Beginning Date: Jul 15, 1995
Ending Date: Jul 14, 1998

UNIVERSITY OF TOLEDO
TOLEDO, OH 43606

Purpose: This project is one of a group of projects funded to provide preservice preparation of personnel to provide early intervention services for infants, toddlers, and preschoolers (birth through five years) who are either disabled or at high risk of becoming disabled, and their families. These projects must have a clear and limited focus on the special needs of children within the age range and must also include consideration of family involvement in early intervention preschool education. Training projects must have a significant interdisciplinary focus and include attention to training in instructional and assistive technology. Training programs may prepare personnel at the associate, bachelor, masters, and/or specialist levels. Personnel may also be prepared to provide training for, or be consultants to, other service providers, including case managers and parents.

Grant Number: H029Q50027

Early Childhood Personnel Preparation Project

Project Director: Fleischer, Lisa

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

NEW YORK UNIVERSITY
NEW YORK, NY 10003

Purpose: This project will allow New York University s Departments of Special Education and Early Childhood Education to: * Expand the training emphasis, with a focus on the provision of itinerant special education services for children and their families in inclusive community preschool, day care, and Head Start settings; * Expand the training to a wider range of service options, such as Head Start and day care, which cross economic levels, thus having a wider impact on the critical need for quality itinerant teachers in inclusive settings; and * Develop an exemplary preservice teacher training program through involvement in the local development of model inclusive settings that are using special education itinerant teachers. Participants will gain competence in program planning and instruction, team participation, advocacy and consultation with parents, general education and related service professions, and community agencies. In the intensive applied program, theory about human development, learning and behavior, multicultural and multilingual issues, curriculum, and instruction precedes and then is systematically interwoven into field-based applications. Consistent with the transdisciplinary emphasis, the program will continue to be developed and taught by faculty from Special Education and Early Childhood Education, in conjunction with faculty from related service specializations and leading field-based early childhood special educators throughout the New York metropolitan area. Students with backgrounds in early childhood education or special education will be recruited and trained as a cohort in early childhood special education. Courses on "Transdisciplinary Program Implementation in Special Education" and on "The Special Needs Child: Child, Family, and Community" will enroll classmates from related service professions and will be team taught by faculty representing those specializations, thus modeling the transdisciplinary approach to teaching and learning.

Grant Number: **H029Q50031**

Preparation of Rural Personnel to Serve Young Children with Disabilities & Their Families: a Multi-University Consortium

Project Director: RULE, SARAH

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UTAH STATE UNIVERSITY
DEPT SPECIAL ED
LOGAN, UT 84322
(801)797-1987

Purpose: This project is a collaborative distance education effort across the two institutions in Utah that are approved to recommend teaching certification for personnel in preschool special education (birth to age 5): the University of Utah and Utah State University. Also cooperating in this effort are the Utah State Office of Education's Students At Risk Division and the Utah Department of Health's Early Intervention Program. The project will prepare at least 50 personnel who currently reside in rural and remote regions to receive Utah's birth-to-five teaching certificate. Participating students receive stipends for tuition and course materials. Those who already have a special education teaching certificate will need only the preschool special education certificate. Those who have no teaching certificate or lack a special education certificate will take additional courses. Some students may elect to take advanced courses for the master's degree, as well as certification. Core courses in special education will be delivered to students through the existing University of Utah distance education program. Core courses in early childhood and early childhood special education offered at Utah State University will be adapted for distance delivery. Several distance education delivery systems are currently available in Utah: (a) interactive teleconferencing with audio, video, and/or computer communications; (b) one-way video delivery, through satellite, microwave, or dedicated phone lines; (c) broadcast quality videotape and videodisc programs; and (d) traditional print media. These technologies will be matched to specific course work on the basis of pedagogical merit and locale-specific distance delivery alternatives. Graduates of the Utah State Office of Education Mentor Academy, who live in the rural areas served, will be hired and trained by project staff to act as local class session facilitators and provide on-site practicum supervision with faculty support. Utah State University faculty will provide on-site and remote advisement for students.

Grant Number: **H029Q50032**

Preparation Program for Family-Centered Early Education Specialists of Deaf Children: an Interdisciplinary Approach

Project Director: SASS-LEHRER, MARILYN

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

GALLAUDET UNIVERSITY
800 FLORIDA AVE, NE
WASHINGTON, DC 20002
(202)651-5530

Purpose: This project will improve and expand Gallaudet University's graduate level preparation in the education of deaf infants and young children, birth through age 5, and their families. The project has two components. One is the improvement of the two-year, campus-based preparation program established in 1984 and revised in 1990. The second is a new, advanced program of studies addressing full qualifications for practicing personnel. Both components build on the present program by: * Extending preparation to include deaf children from birth to age 5 and their families; * Expanding interdisciplinary course work and experiences through cooperation within Gallaudet and with other university programs; * Increasing financial assistance to students; * Expanding the utilization of instructional and assistive technologies for classroom instructional aids, parent education, and continuing professional development; and * Expanding emphasis on interagency collaboration through course work and experiences addressing consultation skills and establishing access and links for families with young deaf children in community programs. Graduates of the two-year program will be eligible for full certification by state, national, and professional accreditation bodies. The new program is an alternative preparation opportunity for professionals who are currently working in the field, within and beyond the Washington metropolitan area. The alternative program includes campus-based course work during the summers, school-based and regional programming, and technology-assisted distance education. Students will receive extensive course work and field-based experiences which reflect a developmental perspective and address the complex interactions of cultures and communities, cognition, and language. A family-centered, collaborative, and transdisciplinary perspective will provide the foundations for understanding the nature and unique needs of families with deaf or hard-of-hearing children. The project is an interdisciplinary effort among the fields of early childhood education, special education, deaf education, linguistics, audiology, speech, psychology, and social work. Relationships for personnel preparation will be developed among various programs at Gallaudet University, the University of the District of Columbia, and the George Washington University. Cooperative activities will include courses, workshops, seminars, and other projects which are taught or team taught by social workers, parent consultants, audiologists, psychologists, linguists, special educators, early childhood educators, and deaf educators. Federal funds will support 39 students, 21 of whom will have completed the program by 1998.

Grant Number: H029Q50033

Early Childhood Personnel Preparation Project

Project Director: JESIAN, GEORGE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF WISCONSIN
WAISMAN CENTER
750 UNIVERSITY AVE
MADISON, WI 53706
(608)263-5022

Purpose: This project will develop, implement, and evaluate a preservice training program for an interdisciplinary group of students in the fields of nursing, physical therapy, social work, and early childhood education. WEIPP will provide trainees with the content and processes by which they will gain competencies in working collaboratively with families in evaluation, ongoing assessment, Individualized Family Service Plan development, development of treatment strategies, and service coordination. Features of the project include: * A focus on recruitment, course content, and practica on under-represented groups (e.g., cultural, gender, disability); * Parent involvement at all levels and activities of the project (e.g., project coordinator, family facilitator, advisory committee members, family experience practica, and parent-professional co-instruction in seminars); * Preservice training constructed on the principles of adult learning (e.g., self-assessment with core and individualized training experiences); and * An ecological model of training which incorporates the multiple contexts and teams with which trainees will participate as early intervention professionals. The WEIPP staff will work in cooperation with the faculty of the University of Wisconsin-Madison, the Wisconsin Higher Education Consortium on Early Intervention, and state agency personnel in the development, implementation, and institutionalizing of the courses and materials. This cooperative effort will help to assure that the training and accompanying written and videotaped materials have a life beyond the three years of the project.

Grant Number: H029Q50034

Together over Time: Training Speech-Language Pathologists to Work with Infants & Toddlers and Their Families

Project Director: WEGNER, JANE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF KANSAS
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)864-4690

Purpose: This project will provide specialized training to individuals who will work with infants and toddlers with disabilities and their families. Project TOT combines the concepts of preservice and inservice training, longitudinal service perspectives and a family focus, interagency and interdisciplinary collaboration, center-based and community-based services emphasizing inclusion, and service provision to American Indian and rural communities in Kansas. The project has three goals: 1. To recruit graduate students and practicing speech-language pathologists for specialized training in interventions with infants and toddlers with disabilities and their families; 2. To provide interdisciplinary academic and clinical preparation in the area of infants and toddlers and their families; and 3. To provide a structured support system to nurture and evaluate academic and clinical progress of future professionals specializing in the birth-to-age-3 population. TOT relies on the Intercampus Program of Communication Disorders and its relationship with affiliated programs at the University of Kansas, such as Special Education, Deaf Education, Human Development and Family Life, and University Affiliated Programs, as well as community child care programs and agencies. Both student trainees and practicing speech-language pathologists will participate. The student trainees will begin the TOT program in their first graduate semester and continue until they have completed their master's degree, followed by their Clinical Fellowship Year. Speech-language pathologists participating in the inservice segment of TOT will complete academic and clinical practica in two summer semesters and participate in the interdisciplinary seminar during the regular academic year. Following this, they will serve as mentors for graduating master's degree students during their Clinical Fellowship Year.

Grant Number: **H029Q50037**

Early Childhood Personnel Preparation Project

Project Director: CAPONE, ANGELA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF VERMONT
405A WATERMAN BLDG.
BURLINGTON, VT 05405
(802)656-4031

Purpose: This project will increase the availability of graduate level Early Intervention Specialists who can: * Provide integrated, family-centered early intervention services to infants and toddlers with disabilities and their families; * Work with other agencies and disciplines to implement a comprehensive, coordinated system of services that is responsive to family-identified priorities; * Work with families who are receiving services from a variety of agencies and service providers; * Provide early intervention services that are consistent with current knowledge of best practice; * Develop a first-hand knowledge of Vermont's early intervention service delivery system; and * Assume the leadership roles required for coordinating, implementing, and evaluating early intervention services in rural, sparsely populated settings. In response to the requirements of Part H of the Individuals with Disabilities Education Act (IDEA), Vermont has designed an early intervention system (Family, Infant, and Toddler Project of Vermont) that includes school system personnel in the provision of specialized instruction for infants and toddlers with disabilities and their families. A recent survey of these in-place professionals suggests that, while all are skilled with regard to providing services to preschoolers with disabilities (3 to 5 year olds) and their families, 85 percent have limited or no experience with infants and toddlers. This new graduate concentration is designed to retool early childhood special educators to assure existing personnel have the expertise necessary to provide quality family-centered integrated services, and assume the responsibilities required within the context of the Family, Infant, and Toddler Project of Vermont. The competency-based program is designed to accommodate part-time graduate students. They may complete the 18-credit-hour Early Intervention Specialist concentration in one year by initially enrolling in 6 credit hours during the summer, 9 in the fall, and 3 during the spring semester. Each graduate student will participate in intensive practica focusing on: infant development, the neonatal intensive nursery experience, family-centered care, developmentally appropriate play group opportunities for infants and toddlers, issues in infancy, and interagency collaboration. All course work may be applied toward a M.Ed. degree or a Certificate of Advanced Study beyond the master's level. By combining a portfolio approach with a mentorship program, the early intervention concentration will be responsive to the needs of professionals who are providing services in remote areas of the state.

Grant Number: **H029Q50044**

Early Childhood Personnel Preparation Project

Project Director: RYAN-VINCEK, SUSAN

Beginning Date: Jul 15, 1995
Ending Date: Jul 14, 1998

UNIVERSITY OF ALASKA
CENTER HUMAN DEVELOPMENT
2330 NICHOLS AVE
ANCHORAGE, AK 99508
(907)286-4854

Purpose: The University of Alaska-Anchorage will train 20 qualified applicants from rural Alaskan native communities through a combination of distance delivery and on-campus experiences. Participants will earn a master's degree in special education, with an emphasis in early childhood special education, and a State of Alaska endorsement in early childhood special education. In addition, students will have the opportunity to choose one of two tracks of study. The Early Childhood Development track will allow students to select up to nine graduate credits in early childhood education. The Early Intervention track will allow students to select nine early intervention interdisciplinary credits. Up to ten other practitioners and graduate students each year will benefit from the distance courses offered across Alaska. The content of the master's training program is designed to assist students in developing the following competency areas: * Infant and child development; * Family involvement; * Assessment; * Development and implementation of individualized intervention programs; * Professional interaction skills; and * Personal interaction skills.

Grant Number: **H029Q50045**

Infant/Toddler Specialization Rural Interdisciplinary Collaborative Services

Project Director: LEE, JULIE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

VALDOSTA STATE UNIVERSITY
COLLEGE EDUCATION
VALDOSTA, GA 31689
(912)333-5932

Purpose: Valdosta State University's training model in "Infant/Toddler Specialization for Interdisciplinary Collaborative Services," to be developed through this project, will be based on the philosophy that family-guided, cooperative, and community-agency approaches provide optimal services in Georgia. This is particularly true as Part H programs expand to meet the full implementation requirements of Public Law 99-457, as well as to assure the availability of services and consistence in service delivery, especially in rural areas. Training that focuses on cross-disciplinary and cross-agency collaborative processes in infant/toddler early intervention services, as well as best practice, is difficult to access in Georgia. Public Law 99-457 emphasizes shared responsibility, interagency collaboration, and individualized services to enhance children's development. The model offers trainees from early childhood, early intervention, speech-language pathology, family studies, nursing, and psychology the opportunity to acquire specialization training in infant/toddler services. This is in addition to their core disciplinary training. The Infant/Toddler Specialization for Rural Collaborative Services will unite content training with process application through a program that (a) involves family members as integral participants, as co-instructors, curriculum and field experience advisors, model evaluators, and members of a consumer advisory committee; (b) emphasizes the critical importance of practical application of skills by assuring community-based field experiences that run concurrently with seminars addressing content applied in the field; and (c) facilitates the participation of currently employed trainees by offering coursework and field experiences evenings, weekends, and during mini-courses in the summer. Training will be interactive, promote individual expertise, embed preparation in work settings, and involve families in field experience activities. The program will use such distance education techniques as conference calls, competency training contracts, video observation, field experiences in rural sites, and distance learning systems for delivery of some courses. Community participants, including paraprofessionals, will have the opportunity to gain college credits, inservice training hours, or continuing education units.

Grant Number: **H029Q50047**

Early Childhood Personnel Preparation Project

Project Director: LAUKER, LEE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

WASHINGTON COUNTY FAM CENTER
32 COLLEGE ST, SUITE 100
MONTPELIER, VT 05602
(802)828-8765

Purpose: This project will increase the number of trained community-based child care providers (i.e., paraprofessional early intervention personnel) and create coordination among parents and various service agencies. Child care providers participating in the training sequence will: • Develop positive attitudes toward integrating infants, toddlers, and preschoolers with disabilities within regular child care settings; • Gain a broad knowledge base about specific disabilities, chronic health conditions, and accommodations for them, including use of facilitated communication devices; • Identify the availability of professional resources, including health care providers and special education personnel; and • Learn best practices for working with all children from birth through age 2, and from age 3 to 5, including those with disabilities. Candidates completing the program will receive the nationally recognized Child Development Associate (CDA) credential. Three objectives will be accomplished to attain the goal: 1. Create a corps of well-trained CDA-credentialed providers who are willing and able to effectively serve young children with disabilities in their child care centers and homes throughout Vermont; 2. Incorporate innovative recruitment and retention strategies into the CDA training program by using Vermont's statewide Interactive Television network (VIT) to enable rural students to earn college credits close to home, and by providing other incentives; and 3. Assist selected school districts in developing a coordinated system for serving young children with disabilities, involving parents, schools, human service agencies, health care providers, and child care providers. In conjunction with the Community College of Vermont, the project will train 25 providers per year for three years and award ten college credits. Through the use of interactive television, rural child care providers statewide will be enrolled. The training program is an extension of a successful, proven set of programs run by The Family Center of Washington County, which has been providing training for the CDA credential since 1987 and is the most experienced CDA training institution in Vermont. The Center includes, on site, a NAEYC-accredited inclusionary preschool and after-school programs serving more than 120 children, including those with disabilities. Also on site are a child care resource and referral service to assist parents seeking child care, a family resource and support program, and a training service for child care providers. The Family Center also has well-developed links with local school districts, child care providers, and a wide range of human service agencies.

Grant Number: H029Q50048

Early Childhood Personnel Preparation Project

Project Director: BAUMAN, DONA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

LEHIGH CARBON COMMUNITY COLLEGE
Schnecksville, PA

Purpose: Lehigh Carbon Community College will implement a new preservice program to train paraprofessionals serving infants, toddlers, and preschool children with disabilities or developmental delays and their families, through a 31-credit certificate program and a 60-credit associate degree program in early childhood education/early intervention. The curriculum will be interdisciplinary, family-focused and community-based. Federal funding will support the following activities: 1. Increase the quality of early intervention and preschool personnel by recruiting and training 45 students in a tuition-free evening certificate program. The students will be currently employed as (a) teacher assistants/aides who lack full qualifications for serving infants, toddlers, and preschool children with disabilities, (b) child care directors and group supervisors who must meet Pennsylvania s licensing requirements, and (c) human service workers with no early childhood education background. At least 30 of these students will complete the program by the end of the three-year project period. 2. Increase the quantity of early intervention and preschool personnel by recruiting and training 30 new trainees in a tuition-free associate degree program that will prepare them to work with infants, toddlers, and preschool children with disabilities as special education early childhood paraprofessionals. At least 12 of these students will complete the program by the end of the project period. 3. Place 90 percent of program graduates (excluding those already employed) in employment in early intervention settings or in baccalaureate degree programs. 4. Arrange with regional colleges and universities for the transfer of Lehigh Carbon Community College early intervention courses into baccalaureate programs to meet core subject or elective requirements, providing a career ladder for the community college graduates in their pursuit of professional level positions. 5. Disseminate project results and program content to educators, service providers, government agencies, and professional associations to promote the expansion of early intervention and preschool personnel preparation.

Grant Number: H029Q50050

Recruiting & Training Minority Students in Speech-Language Pathology to Serve Infants-Toddlers-Preschoolers & Their Families

Project Director: WIGGINS, EUGENE M

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF THE DISTRICT OF COLUMBIA
WASHINGTON, DC 20008
(202)274-6162

Purpose: This project addresses two major concerns of the faculty and staff of the Department of Language and Communication Disorders at the University of the District of Columbia: • The startling increase in the number of disabled infants and toddlers in the District of Columbia and nationally, due in part to the recent surge in drug and alcohol abuse by pregnant mothers; and • The critical shortage of speech and language pathologists, particularly minorities, to provide the speech, language and hearing services that this population of infants and children and their families need. Many of these babies at risk are African Americans born to parents who reside in inner city, low-income areas known to be at high risk for substance abuse. The plan involves seven major objectives: 1. Local and national student recruitment; 2. Provision of financial assistance for six graduate students each year; 3. Student retention strategies; 4. An academic and clinical program in early childhood intervention; 5. Clinical training at several external facilities serving minority children ranging in age from birth to age 5; 6. Professional certification; and 7. Credentialed graduates. With successful completion of the program, six students will have acquired competencies in the identification, assessment, and treatment of infants and children with communicative disorders and their families. It is also expected that these students will successfully pass the National Examination in Speech-Language Pathology and Audiology (NESPA), or the Department's comprehensive examination, and will be eligible to begin their Clinical Fellowship Year. The program will include an Advisory Board of three certified speech and language pathologists with expertise in identifying, assessing, and treating the birth to age 5 population. Their responsibilities, along with those of the Curriculum Committee, include evaluating the strengths and weaknesses of the training/delivery aspects of the program on an annual basis.

Grant Number: **H029Q50058**

Early Childhood Special Education Inclusion Training Project

Project Director: Turner, Keith

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF TEXAS
DEPT SPECIAL ED PO BOX 726
PO Box 726
AUSTIN, TX 78713
(512)471-4161

Purpose: This project will cross-train both early childhood and early childhood special education graduate students in the promising practices of both fields (family-centered, developmentally appropriate curriculum, emergent literacy, inclusion, integrated therapy, and so on). The goals are: (a) for graduates of the early childhood special education program to become inclusion specialists in meeting the needs of all young children (birth through age 5), and (b) for graduates of the early childhood program to have expertise in accommodating and adapting early childhood programs to meet the needs of children with disabilities. Over the three year funding cycle, the objectives are to: * Graduate 30 students in early childhood special education with a master's degree and an early childhood special education endorsement, with knowledge and skills in the promising practices of early childhood and early childhood special education; * Graduate 15 early childhood students with an early childhood special education endorsement and a master's degree in early childhood education, with knowledge and skills in transitioning, collaboration, family-centered and inclusive practices; * Evaluate the effectiveness of the case method of college instruction in sensitizing students to the emotional, educational, and legal dynamics inherent in transitioning and implementing inclusive programs from birth through age 5; and * Develop training content, disseminate information, and collaborate with other colleges and universities in Texas and the nation in the development of a non-traditional field based program.

Grant Number: H029Q50062

Early Childhood Personnel Preparation Project

Project Director: Taylor, Janeen

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

JOHNS HOPKINS UNIVERSITY
BALTIMORE, MD 21218

Purpose: Johns Hopkins University, in partnership with the Howard County Public Schools, will prepare 20 highly qualified and certified early intervention and early childhood special education teachers to meet Maryland s demand for personnel. The project has the full support of the Maryland State Department of Education, the Maryland Infants and Toddlers Program, and the Head Start Community. During the three-year project, two cohorts of 10 students each will complete a 39-credit graduate curriculum consisting of academic and supervised clinical experiences leading to (a) the master of science in education degree, (b) certification in special education at the infant/primary level, and (c) recognition by the Maryland Infants and Toddlers Program as meeting suitable qualifications in early intervention. The curriculum is a comprehensive outcome-based academic and clinical program of studies encompassing an extensive range of knowledge and skills associated with effective, family-centered, multicultural, cooperative, and community-based early intervention and early childhood special education. A significant portion of preservice training will take place in a Professional Development Center within the Howard County Public Schools, where students will engage in activities associated with high quality, developmentally appropriate, and family-centered early intervention services and early childhood special education, under the supervision of veteran early intervention and early childhood special education teachers.

Grant Number: H029Q50066

Establishing a Blended Early Childhood & Early Childhood Special Ed Undergraduate Program & Restructuring the Current Early Childhood-Special Education Program

Project Director: THOMPSON, BARBARA

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF KANSAS
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)864-4954

Purpose: Federal funds will be used to restructure the current undergraduate and graduate preservice programs for the preparation of early childhood special educators at the University of Kansas. These program development and restructuring activities are based on the following rationale, which is grounded in the guidelines established by the National Association for the Education of Young Children, The Council for Exceptional Children/Division of Early Childhood Education, and the National Board for Professional Teaching Standards/Early Childhood Standards. * Early interventionists/early childhood special educators hold a deep respect for the individual and precious nature of each child, and have developed a value base which grounds their professional practices and pursuit of knowledge and professional excellence. * Early interventionists/early childhood special educators are grounded in reflective practice and have developed excellent observation skills based on a solid foundation of normal child development, an understanding of disabling conditions and their impact on development, and an understanding of the educators must first be competent early childhood educators who understand and can implement developmentally appropriate practices for young children as articulated by the National Association for the Education of Young Children. * Early interventionists/early childhood special educators bring to the transdisciplinary team pedagogical competencies specific to young children with disabilities and have considerable competency in instructional procedures and facilitative strategies which support: (a) active learning and meaningful progress across developmental domains; (b) meaningful participation in families, inclusive early childhood education and child care programs, and other community settings which include young children; and (c) positive interactions with family members, peers, and other significant adults. * Early interventionists/early childhood special educators must embrace the premise of family-guided decision making in both planning and implementing services for young children and their families and understand that parents are critical members of the team who must take a leadership role in determining their child s needs and priorities. * Early interventionists/early childhood special educators must be able to function effectively within a transdisciplinary or integrated team model that is based on a holistic and family-focused view of the child when (a) conducting assessment activities; (b) planning goals and objectives; and (c) implementing therapeutic and instructional strategies within naturalistic and child-focused settings.

Grant Number: H029Q50068

Community-Based Interdisciplinary Team Training of Special Educators, Speech Language Pathologists & Audiologists for Early Intervention & Preschool Roles

Project Director: SAFFORD, PHILIP

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

KENT STATE UNIVERSITY
KENT, OH 44242
(216)672-2294

Purpose: This project will use an interdisciplinary community based team model to prepare master s degree students in early childhood special education, speech-language pathology, and audiology to work collaboratively with families, other professionals, and various agencies to support families and enhance the developmental progress of infants, toddlers, and preschool children with disabilities. Over a three-year period, 24 master s degree students will be trained, with each successive cadre comprising four students in early childhood special education, three in speech-language pathology, and one in audiology. In addition to mastery of discipline-specific competencies, all trainees will participate in a common interdisciplinary course sequence, as well as the ongoing coordinating Interdisciplinary Seminar. They will serve on interdisciplinary community-based teams, first in early intervention (birth-age 2) and then in preschool (ages 3-5) settings. Beyond ensuring that these trainees become fully qualified for their anticipated early intervention and preschool roles, the project focuses on support for children s and families transitions between settings, programs, and agencies, as well as on integrated and family-focused services within settings.

Grant Number: H029Q50071

Newly Implemented Highway for Training Teachers in ECSE across Three Iowa Regent Institutions

Project Director: RASCHKE, DONNA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF NORTHERN IOWA
DEPT SPECIAL ED
150A SCHINDLER EDUCATION CENTER
CEDAR FALLS, IA 50614-0601
(319)273-6061

Purpose: The three Regents' universities in Iowa are combining their training strengths into an Iowa Cooperative Regents Program in Early Childhood Special Education, leading to master's degrees granted by each of the three cooperating universities: the University of Northern Iowa, Iowa State University, and the University of Iowa. Graduate students will acquire advanced training and leadership skills from each of the three institutions. This approach permits students to obtain the best of what each institution offers, to enable them to become fully qualified to provide leadership in assisting young children with disabilities and their families to reach their full potentials. A total of 12 credit hours from each of the cooperating universities will be accepted by the graduate program of the home university. Twenty-seven trainees will participate in the three-year program. Nine students will enroll in a master's degree program at each of the three Regents' institutions. Each university will offer two courses (3 credits each) which will be systematically sequenced, one per semester for six semesters. Rural early childhood special education teachers will be able to participate in the program and take the course work during the academic year via the Iowa Communications Network (ICN), a newly installed statewide fiber optic system designed to transport voice, data, and video signals at the speed of light. The University of Northern Iowa will provide course work in interpersonal and interagency cooperation and consultation skills, with trainees participating in Iowa's Regents' Center for Early Developmental Education, Malcolm Price Laboratory School, and the Northern Iowa Instructional Laboratory. Iowa State University will offer course work in working with families of children with disabilities and advance program issues for classroom integration with trainees involved in the fully integrated Child Development Laboratory School. The University of Iowa will offer course work related to assessment, interdisciplinary functioning, and special health care needs. The Child Health Specialty Clinics, Down Syndrome Services, and Comprehensive Interdisciplinary Unit are some of the resources with which trainees will participate. An early childhood special education institute will be provided during each of the summers, rotating across the three universities. Trainees will also visit and observe specialty clinics, rehabilitation engineering departments, laboratory schools, specialized child care centers, and pediatric laboratories unique to each university during the institute.

Competition 84.029U: Developing Licensing Standards for Beginning Teachers Regarding Children with Special Needs

Grant Number: H029U70001

Developing Licensing Standards for Beginning Teachers Regarding Children with Special Needs

Project Director: Miller, Jean

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1999

Council of Chief State School Officers
One Massachusetts Avenue, N
Suite 700
Washington, DC 20001-1431
(202)336-7048

Purpose: This project proposes to accomplish two objectives: to craft model state licensing standards for beginning teachers to consider what all beginning teachers need to know and how best to teach students with disabilities, and to craft model state licensing standards for all beginning special education teachers.

Method: The work will be completed by the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers (CCSSO), which is responsible for setting educational policy in the states and territories. Within the CCSSO, INTASC works with 31 state education agencies and independent professional standards boards which are responsible for regulating the preparation and licensing of education professionals. Since state oversight is intrinsic to the career of an education professional, from initial licensing through professional development and evaluations for license renewal, the licensing process is a major tool affecting educational reform.

Competition 84.029V: Technical Assistance to State Educational Agencies

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Grant Number: **H029V30001**

Provide Technical Assistance to State Educational Agencies on Matters Pertaining to the Effective Implementation of the Comprehensive System

Project Director: Draper, Shelia

Beginning Date: Aug 1, 1993
Ending Date: Jul 31, 1998

NASDSE
1800 DIAGONAL RD,SUITE #320
ALEXANDRIA, VA 22314
(703)519-3800

Purpose: The purpose of this five-year project is to develop, provide, and evaluate technical assistance and information services that will support state education agencies, and their participatory planning groups, in achieving effective approaches to increasing the supply of qualified personnel for the education of students with disabilities. Needs, conditions, contexts, and characteristics of each state will be assessed through collection of a wide range of data and descriptive information to be subjected to impact analysis. The analysis will include a number of variables that influence personnel supply, demand, and quality in different ways in different parts of the United States. Outcomes of impact analysis will be used to plan with state education agencies the goals and technical assistance activities that will target the needs of states, clusters of states, regions, and the nation as a whole. The planning and organization of technical assistance will involve: (a) linking with other sources of expertise in delivering the assistance suggested in the SEA-approved implementation plan; and (b) coordinating with other efforts of a similar nature that are already underway or planned by other projects or organizations. A significant component of this work will be the identification and dissemination of promising practices that respond to states' needs and contexts and that are relevant to the project's implementation areas. The technical assistance areas that comprise the emphasis of this project are: (a) strategies for estimating and projecting needs FOR personnel (supply/demand; quantity); (b) strategies for estimating and project professional preparation and development needs OF personnel (competence, qualifications, quality; job satisfaction); (c) alternative preservice and inservice strategies (including their coordination) to meet identified needs of specific states and to be replicated in other states with similar contexts and conditions; and (d) personnel recruitment and retention strategies to meet the needs of specific states and to be replicated in other states with similar contexts and conditions. Both formative and summative evaluation methods will be used to judge the project's efficiency and effectiveness in achieving its goals. The project's impact in bringing about positive changes in client systems will be documented and the results shared. These results will be of strategic significance to each state and will provide a basis for problem-solving efforts by both SEAs and the applicant organization after the project has concluded.

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